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ABSTRACT

An analysis was made of selected factors influencing students to enroll in area postsecondary vocational schools in East, Middle, and West Tennessee. Four hundred forty-three students were surveyed concerning three broad areas of dependent variables: domestic environment, perceived opportunities, and assessment of program. Data were analyzed by using one-way analysis of variance and chi-square analysis. Major findings included the following: there were no significant differences in age, race, marital status, on educational level of parents by race and locations of area vocational schools: there were significant differences in race and source of family income, race and employment while in high school, race and family income, and source of funds for education and race of the student: friends had more influence over the selection of an area school than either parents or teacher/counselors: and the majority of the students felt that their opportunities would be better as a result of attending the area vocational school. Three major conclusions were supported by these findings: (1) the area vocational-technical schools are meeting the expectations of the majority of the students enrolled: (2) the students are motivated to pursue postsecondary education even though the majority come from homes where the parents do not have more than a high school education: and (3) a combination of factors, rather than any specific reason, influence students to enroll in the area vocational school. Recommendations are made for student recruitment: for determining why more blacks and other races are not attending the Nashville area school: for assessing the need for less-than-six-month courses: and for further research. (KC)

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SELECTED FACTORS INFLUENCING STUDENT ENROLLMENT AT AREA VOCATIONAL SCHOOLS IN EAST, MIDDLE AND WEST TENNESSEE

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The Requirements for the Degree of
Doctor of Philosophy

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ABSTRACT

The purpose of this study was to make an analysis of selected factors influencing students to enroll in area vocational schools in East, Middle and West Tennessee.

Four hundred forty-three students were used in the study. The researcher visited each of the schools, and personally supervised and administered the process of filling out the questionnaire.

The questionnaire was the research instrument used in this investigation. The questionnaire contained items specifically designed for students attending area vocational-technical schools in east, middle and west Tennesee.

The questions asked were in three general categories with some designed overlap between various categories. For identification purposes these questions were placed in the categories to which they most closely relate. These general categories or dependent variables are as follows:

1. Domestic Environment
2. Perceived Opportunities
3. Assessment of Program

Questionnaires were coded, keypunched and formated for analysis via the Statistical Package for Social Sciences (SPSS). The writer chose to treat each function by classifying the data for analysis by using one-way analysis of variance and chi-square analysis. The purpose of the statistical analysis was to determine the extent to which there was agreement or disagreement among each responding group and between different groups. Results are presented in tabular form with the corresponding chi-square and F-ratio and the level of significance.

Major Findings

1. There were no significant differences in descriptive data of age, race and marital status.
2. There were no significant differences in the educational level of parents by race and locations of area vocational school.
3. There were significant differences in race and whom the family depended on for income.
4. There were significant differences in race and employment while in high school.
5. There were significant differences in race and family income.
6. The majority of students felt they were qualified for the program they were enrolled in.
7. There were significant differences in source of funds for education and race of the student.
8. The majority of the students would not have preferred another vocational school.
9. Friends had more influence over the selection of an area school than either parents or teacher/counselor.
10. The majority of the students felt that their opportunities would be better as a result of attending the area vocational school.

Conclusions

The following conclusions are supported by the findings as previously stated:

1. The area vocational-technical schools are meeting the expectations of the majority of the students enrolled.

2. The students are motivated to pursue post secondary education even though the majority come from homes where the parents do not have more than a high school education.

3. A combination of factors, rather than any specific reason, influences students to enroll in the area vocational school.

Recommendations

1. It is recommended that counselors, teachers and parents should make efforts to properly inform students about the education available in the area vocational schools.

2. It is recommended that efforts be made to determine why there aren't more blacks and other races attending the Nashville area school.

3. It is recommended that an assessment be made of the relatively low enrollment in courses lasting less than six months to determine the justification for offering the course.

4. It is recommended that a similar study be conducted using representative samples from other school districts within the state of Tennessee.

ACKNOWLEDGEMENTS

The researcher is deeply grateful to Dr. Calvin O. Atchison, Research Advisor, whose guidance and patience made this work possible. He has been generous in the use of his talents and time.

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CHAPTER I

INTRODUCTION

High school graduates and adults are attending vocational educational post secondary schools in record numbers. This recent trend may be related to several factors; one in particular is that a number of career options are being made for women and minorities, and another is that job obsolescence and the need for retraining is forcing many individuals with technical skills out of the labor market. Although occupational barriers for females and minorities are rapidly being removed, little research has been done on career development for these groups. Occupational aspiration and career selection literature is relatively void of research specifically underlying characteristics of women and minorities who interrupt their career at midstream or those who move from professional to technical or vice versa.

Vocational education cannot solve all national problems relating to youth and unemployment, nor can it solve any one problem completely. However, vocational education must be involved in addressing many of the critical concerns facing the state and nation today. It is generally accepted that all educators must direct their efforts toward such issues as unemployment, the nation's economy and technology adaptation. In carrying out its program of preparing young people for work, vocational education has not been as sensitive as it should about its role in helping to resolve some of the urgent problems of society.

As reported by Phillips[1], there are some common misconceptions about vocational education which should be studied. One misconception is that vocational education is oriented only to secondary education; another is that vocational education prefers to serve white middle-class students, and finally that vocational education programs are not linked to economic development and community needs.

During 1980-81, there will be nine vocational study teams delving into problems related to vocational education. Their findings will be made known as recommendations for the Vocational Education Act of 1981. It is hoped that this research will provide some issues for discussion which might relate to state and local problems and how it might influence vocational legislation relating to the Act.

The motives underlying vocational choices of students attending vocational schools have been addressed by Basow and Howe[2], Perrone, Wolleat, Lee and Davis[3], Allan and Gorth[4], Ory and Helfrinch[5], Milles[6], Harris[7], Currie[8], Omvig and Thomas[9] and Jepsen.[10] Despite results from these studies, counselors are ill-prepared to deal with the difficult task of working with both the high school graduate and the adult who chooses a program of study in vocational schools.

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[1] Ione Phillips, Editor, Journal of the American Vocational Association, Vol. 24, No. 6, September 1979, p. 21 (Editorial).

[2] Susan A. Basow and Karen Glasser Howe, "Model Influence on Career Choice of College Students", The Vocational Guidance Quarterly, March 1979, Vol. 27, No. 3, pp. 239-243.

[3] Phillip A. Perrone, Patricia L. Wolleat, James L. Lee and Sandra A. Davis, "Counseling Needs of Adult Students," The Vocational Guidance Quarterly, September 1977, Vol. 26, No. 9, pp. 27-35.

[4] Richard G. Allan and William Phillip Gorth, "Questions of Efficacy," Journal of the American Vocational Association, April 1979, Vol. 54, No. 4, pp. 48-50.

Statement of the Problem

This study was concerned with selected factors which influenced students to enroll at area vocational schools in east, middle and west Tennessee. There were many different and complex factors contributing to each individual's decision to enroll in a specific field of study. Certain patterns emerged which profiled the characteristics of students who selected these vocational schools.

This study involved an analysis of those selected factors which influenced the students to enroll in a particular vocational-technical program. Within these areas, the study presented frequencies of responses of the selected factors that were studied. The dependent measures for which information was collected are: domestic environment, perceived opportunities, and assessment of program. For this purpose a questionnaire was developed and submitted to the full-time students attending the schools under study in east, middle and west Tennessee for the 1979-1980 school year. The questionnaire was validated, administered and explained to the students present.

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[5] John C. Ory and Linda M. Helfinch, "A Study of Individual Characteristics and Career Aspirations," The Vocational Education Quarterly, September 1978, Vol. 27, No. 1, pp. 43-48.

[6] Michael F. Milles, "Childhood Experience Antecedents of Career Maturity Attitudes," The Vocational Guidance Quarterly, December 1978, Vol. 27, No. 2, pp. 137-143.

[7] Sandra R. Harris, "Sex Typing in Girls' Career Choices: A Challenge to Counselors," The Vocational Guidance Quarterly, December 1974, Vol. 23, No. 2, pp. 128-133.

[8] Lawrence E. Currie, "An Index of Vocational Awareness," The Vocational Guidance Quarterly, December 1974, Vol. 23, No. 4, pp. 347-350.

[9] Clayton P. Omvig and Edward G. Thomas, "Vocational Interest of Affluent Suburban Students," The Vocational Guidance Quarterly, September 1974, Vol. 22, No. 3, pp. 10-16.

[10] David A. Jepsen, "Vocational Decision Making," The Vocational Guidance Quarterly, September 1974, Vol. 22, No. 3, pp. 17-23.

Significance of the Study

Area vocational schools are a rapidly expanding segment in the educational programs in the United States. Since the area vocational schools are relatively new, no research has been done on the factors which influence students to attend the Memphis, Knoxville and Nashville Vocational-Technical Schools.

It is intended that this study will give a better understanding of the social, economic and academic motivations causing students to attend these institutions. A knowledge of these motivational factors will be an aid in understanding the type of students attending these schools.

This study also hopes to find out the perceptions of the students of these schools as they were at this time, but also inferences may be drawn as to the needs of the school in improving its image in the area served by the institutions.

The Memphis, Nashville and Knoxville, as well as any other vocational-technical schools can benefit from the study by gaining a better understanding of the motivations of those students currently enrolled.

This study will help in an evaluation of how to meet the needs of the students. In addition, this study will be helpful to those who wish to study about the above area schools, or area schools in general at a later time. Further, it is hoped that this study will provide information helpful to researchers in other communities that have area vocational schools and to groups interested in establishing area vocational schools.

Descriptions and Background for the Study

"Area vocational schools" are enrolling a higher percentage of college students each year, as they become more widespread across the United States. Their aims are to provide broad vocational and technical skills, services and opportunities for the community.

In the state of Tennessee, the area vocational schools are state-funded, and the Knoxville and Memphis Area Schools are operated under contracts by the Knoxville and Memphis Boards of Education. These are the only two area schools that are operated directly by the school system in their area. The other school in this study is the Nashville Area Vocational School, which is operated by the state, and is located in Nashville, Tennessee.

These schools are designed to offer vocational and technical training courses to potential high school graduates, adults who have not completed high school, and others, seventeen years of age, or older persons who desire to learn employment skills for which there is a high employment demand.

The schools meet the standards established under the Tennessee State Plan for Vocational-Technical Education, and are approved for veterans, war orphans, state and federal rehabilitation students, and manpower development. The schools serve students from all over the city of Memphis, Nashville, Knoxville and their surrounding areas. The schools' calendar is operated on the quarterly system.

The Memphis, Nashville and Knoxville Area Vocational Schools are accredited by the Southern Association of Colleges and Schools. The average age range of the student body at all three schools is approximately twenty-one to twenty-three years. At least 85% of the students are high school graduates. The population of the Memphis Area Vocational School student body in the regular day school is about 700 in rounded figures, and about 400 in the evening program. The population of the Knoxville and Nashville centers are somewhat less than the Memphis center.

Within the guidelines laid down by the state, the schools had to adapt their programs to the new "open-door" policy and began intensive recruitment among the population in the local areas. They further directed that priority had to be given to local students in the immediate vicinity. Policies began to emphasize more culturally and economically disadvantaged students and more black students.

Hypotheses

This study was focused primarily upon determining the factors influencing student enrollment at area vocational-technical schools.

The following hypotheses were tested by way of this study:

1. Differences exist in the domestic environment according to age, culture and length of program.
2. Differences prevail in the perceived opportunities according to age, culture and length of program.
3. Differences exist in the program assessment according to age, culture and length of program.

Definition of Terms

The definitions of terms listed below are applicable to this study:

Vocational-Technical Programs - This refers to courses of instruction offered on both a high school and post-high school level which incorporate a specialized type of training leading to entry level skills for employment upon graduation or completion of the program.

"Open-door Policy" - No student is denied admission because of his lack of formal educational preparation. Intensive counseling and testing help place students in programs for which they show both an interest and an aptitude.

Foundation Programs - Foundation programs are those programs which offer courses of study of a remedial nature to help the student make up for academic deficiencies. These are deficiencies which could prohibit a student from being qualified to enter or complete any program leading to a certificate, diploma, or associate degree.

Comprehensive Community College - A comprehensive community college is, for the purpose of this study, a community junior college which, according to its philosophy, offers courses of instruction based upon the ratio of sixty percent vocational-technical students and forty percent college transfer program students.

Community Junior College - A community junior college is, for the purpose of this study, a public institution offering one or two years of post-high school or foundation level courses or programs designed to serve the needs of the local area.

Domestic Environment - Overall reflected demographic and social characteristics of members of a household, i.e., formal education, age, race, marital status, employment and income.

Perceived Opportunities - Perceived opportunities are, for the purpose of this study, the array of educational resources available to the student.

Program Assessment - Program assessment, for the purpose of this study, is the prior evaluation of course content before enrollment.

Assumptions for the Study

Listed below are the assumptions for the study:

1. A school's environment is vital and necessary in establishing an educational program within the school.

2. High school graduates and other adults are qualified to criticize, suggest, and comment on their preparation as it relates to their job experiences, ambitions, and career goals.
3. A skill acquired at the vocational-technical school would readily apply to the world of work.
4. Vocational programs help students to meet their occupational needs, meet local market needs and meet labor market needs beyond local and community boundaries.
5. The questionnaire used to collect the information is valid and reliable.

Limitations of the Study

The following statements below reflect the limitations of the study:

1. This study was limited to the Memphis, Knoxville and Nashville area Vocational School students enrolled as full-time students for the 1979-80 school term.
2. The study was also limited to the background of the students prior to matriculation.

Summary

In this first chapter a rationale for the study has been developed. This has included the purposes of the study and the reasons why it would be important to know why students enroll in area vocational schools. The outline of this study contained the introduction, statement of the problem, significance of the study, description and background for the study, hypotheses, definition of terms, the assumptions for the study and the limitations of the study.

Chapter II will be devoted to a review of the literature. This review will give a brief background on the history of the area vocational-technical school, the need for such schools, curricular offerings and the many factors which support the reasons why students enroll in area vocational schools.

CHAPTER II

REVIEW OF RELATED LITERATURE

The development of the "Area Vocational-Technical School" is an attempt to meet the expanding needs of a rapidly expanding technological society. The people and the government of the United States have supported the expansion of educational opportunities from the traditional academic curricula to include vocational and technical programs. The development of these new types of curricula have contributed to new opportunities for more people. A higher percentage of our society and the economically disadvantaged have been given the opportunity to avail themselves of these new curricula.

Several major influences seem to contribute to the expansion of occupational education on the post secondary level. These factors relate to provisions under the Smith-Hughes Act and other related federal legislation. The Smith-Hughes Act was especially effective in expanding the occupational curricula in states which considered the junior colleges to be a part of the secondary school systems. In addition, unemployment, which was widespread during the depression years, made many realize that advanced training gave the person with specific job education an edge in the competitive job market.[1]

Recognition with respect to the merit of occupational-technical offerings in the post secondary schools was given by the Vocational Education Act of 1963 when it removed all restrictions to courses that appeared earlier in federal vocational legislation. This action restricted financial aid to courses of "less than college grade."

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[1] James W. Thornton, The Community Junior College, (2nd Ed. New York: John Wiley & Sons, Inc., 1966). p. 53.

Area vocational schools in Tennessee are a statewide system of schools operated by the State Board for Vocational Education for the primary purpose of meeting the manpower needs of the communities they serve, and the vocational-technical post secondary schools strategically located across the entire state. Some schools are designed to serve high school students as well. The Memphis and Knoxville Area Vocational-Technical Schools are not only state schools, but they are City Board of Education facilities as well, since they are operated by the local city boards of education under contract with the state.

One of the major characteristics of the Area Vocational-Technical School is what is popularly called the "open door" policy of admissions. This term is often misunderstood. What it specifically refers to is the broad scope of the educational program in an area vocational school. In an area vocational school, programs are offered for almost everyone in the area served, even though there is a wide range in the academic potential of the students. No student is denied admission because of his lack of formal educational preparation. Intensive counseling and testing help place students in programs for which they show both an interest and an aptitude. Should an applicant desire a program for which he is not sufficiently qualified, he can enroll for foundation courses to help prepare him for academic success in a chosen program. Individual courses for self-improvement are also offered for which there are no prior educational achievement requirements.

Because of the diversity of curricular offerings, area vocational school students represent a student population which is extremely heterogeneous. For the most part, studies describe the technical semi-professional student at an area vocational school as being one who is oriented toward academic achievement. These students usually come from a home where the father is employed on either the semi-skilled or skilled level, or even as a laborer. They are often weighted down with insecurities and have distorted perceptions of prestige or status need. Consequently, seventy-five to eighty percent, declare a college transfer major, when, in reality, only about twenty-five percent carry out these plans.[2]

The fact that community junior colleges offer vocational-technical training in addition to the traditional academic programs has fostered much research concerning characteristics of community junior college students. Recent studies have been conducted by the American College Testing Association of Iowa City, Iowa, on comparative characteristics of college students. These studies found that junior college transfer students make higher composite scores on the American College Test than do students in occupational-technical programs. The reason for this is that higher scores are required for entrance into the college transfer program.[3]

The assurance of equality of opportunity offered in the philosophy and purpose of the community college helped extend public education beyond the secondary school to all Americans. Legislation in 1647, in the Massachusetts Bay Colony included the "Deluder Satan Act" which set a precedent for universal education to be enforced by the state, and supported by taxation. Thomas Jefferson was an early advocate of widespread educational opportunities.[4]

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[2] Charles C. Collins, Junior College Student Personnel Program: What They Are and What They Should Be (Washington, D.C.: American Association of Junior Colleges, 1967), p. 41.

[3] "Student Studies: Comparative and Remedial Populations," Junior College Research Review, March 1971, unpaged.

[4] Michael Buick, Forum and Focus for the Junior College Movement (New York: Teachers College Press, 1963), pp. 2-3.

Fredrick Jackson Turner stated the case when he said:

> Western democracy through the whole of its earlier period tended to be the production of a society of which the most distinctive fact was freedom of the individual to rise under conditions of social mobility......[5]

A group of sociologists reiterated these same feelings when they said:

> Still believing that their children should rise, and seeing the secondary school and college as the principle avenue of mobility, the people sent their children to secondary school and college. The American people learned that the schools are the social elevators in a hardening social structure.[6]

In a study at Flint Community Junior College in Michigan, it was found that freshmen students preferred a significantly higher occupation level than the occupational level actually held by their fathers.[7] In a study at a public junior college in Texas there were indications, again, that one of the major reasons for attending the junior colleges was for upward social mobility.[8]

Vocational education has become increasingly recognized as a vital aspect of American education. It is not only vital to the individual, but it is also important for the survival of our society during an age of rapidly increasing technology. John W. Gardner, former Secretary of Health, Education and Welfare, alluded to this fact when he observed that:

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[5] Ibid., p. 3.

[6] Ibid., p. 5.

[7] Kenneth Harvey Summers, "A Study of Social Status and Selected Factors Represented by Entering Freshmen and Students Completing Two Years of College Work at Flint Community Junior College." (Ph. D. Dissertation, September 1968), p. 64.

[8] Donald Maxom Anthony, "The Relationship of Certain Socio-economic and Academic Factors to Student Choice of Occupation and Programs in the Public Junior College." (Ph. D. Dissertation, April 1965), pp. 122-123.

> "An excellent plumber is infinitely more admirable than an incompetent philosopher. The society which scorns excellence in plumbing, because plumbing is an humble activity, and tolerates shoddiness in philosophy, because it is an exalted activity, will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water." [9]

As the technological aspects of our society expand, "the necessity for youngsters to develop vocational competence along with personal social traits which will help them relate to other persons, both on and off the job, is ever-more urgent." [10] Vocational programs were designed to assist pupils to evaluate their own interests, attitudes and abilities consistent with many occupational opportunities offered in a technological and modern world of work." [11] The National Educational Finance Project in recent studies revealed a great need for such improvements in vocational education programs.[12]

There are several identifiable parameters in establishing a need for vocational education. Recent theories of both elementary and secondary instruction now include vocational education as an integral and vital part of learning.[13] Recently cited reports conducted in the United States indicate the significance of vocational education to the growth of the nation.[14] The studies were centered around the following criteria:[15]

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[9] John W. Gardner, Excellence: Can We Be Equal and Excellent Too. New York: Harper and Brothers, Publishers, 1961, p. 86.

[10] National Education Finance Project, Future Directons for School Financing, U. S. Department of Health, Education and Welfare, Office of Education, Washington, D. C., 1971. p. 1.

[11] Ibid., p. 25.

[12] Ibid., p. 25.

[13] Ibid., p. 26.

[14] Ibid., p. 26.

1. The need for vocational education.
2. The target population for vocational education.
3. The proportion of different age groups served by vocational education.

The domain that was applicable to the criteria used in the above-mentioned studies were:[16]

1. Psychology and the World of Work.
2. Sociology and the World of Work.
3. The Economy and the World of Work.

> "Sociologists are concerned with the social problems resulting from change in the nature of work and the effects of work on productivity and vice versa. They see a changing role in vocational education. Education in general and vocational education in particular is viewed as a dynamic instrument of social change by lifting the economic well-being of greater numbers of people through increased productivity....."[17]

In a study conducted by Havighurst and Friedman, attitudes toward work were examined in the following groups: unskilled and semi-skilled steel workers; coal miners; skilled craftsmen, salesmen; and professional people.[18] As a result of that study, workers in the lower skill area saw work as having the most meaning for earning power, and the skilled worker and white collar worker attached additional or extra financial meaning to work. It was also indicated further that social structure is related to the meaning of work, and a man's work is a major social device for his identification as an adult. "Much of who he is to himself and others is interwoven in how he earns his living."[19]

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[15] Ibid., p. 30.

[16] Ibid., p. 30.

[17] Ibid., p. 127.

[18] E. H. Friedman and Mavighurst, "Work and Retirement," in Nosow and Form's Man. Work and Society. Basic Books, Inc., New York: 1962, p. 54.

From an economist's point of view, many studies have been made to determine age earning profiles and age-education-earning profiles. Other studies have been concerned with the nature and strength of the relationship between the economic performance of industry ... and the education of its labor force.[20] Blaug and others recognized several variables in such relationships but emphasized that any industry's economic performance that does not include the education element is less than satisfactory.[21] They feel productivity analysis must include: (a) the derivation of educational goals from the needs and demands of industry, and (b) the analysis of industrial consequences of particular educational policies.

Psychologists are more concerned with work as it relates to the individual and his relationship to the society in which he lives. Psychological studies are designed more to identify the role of work and preparation for it and the personal fulfillment of the individual in society. William C. Menninger pointed out that in our society, work determines the way of life.[22] Through work the individual gains a feeling of self-esteem because of the ability to provide for his family, and the development of a feeling of belonging and responsibility.

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[19] R. L. Johns, Hern Alexander and R. Rossmillen, Dimensions of Educational Need. National Education Finance Project, U. S. Office of Education, Washington, D. C., 1969. p. 124.

[20] Ibid., p. 128.

[21] Ibid., p. 129.

[22] William C. Menninger, Man In A World At Work. (Boston: Houghton Mifflin Co., 1964.) p. 4.

Although there is an increase in emphasis on vocational-technical and career education by educators and public officials, many pupils are reluctant to enroll in vocational education programs. One concern is that there is a common belief that students who enroll in vocational-type programs are those who cannot compete intellectually and academically with students who enter into college and university training.[23]

> "Historically, Americans have held vocational education in low esteem. Most Americans who emigrated from Europe and Asia felt that schooling would enable their children to improve their social position. They wanted them to enter the professions, or to become "white collar" workers, something that had not been possible in their native countries. Many of these "blue collar" immigrants conceived of vocational education as being designed for "blue collar" workers only, and they developed the attitude that vocational education was for other children, not their own.
>
> "This disparagement of vocational education was reinforced by the way it had been defined in the past, and the narrow goals that had been established for various programs. Even today, despite such relevant contemporary definitions of vocational education as, 'the successful transmission of man's increasing knowledge and ability to control and utilize the forces and materials of an industrial culture,' a definition that clearly implies academic proficiency, the general public views vocational education far more narrowly."[24]

Because of the existing myths and misconceptions of vocational education, it has become necessary to enlighten the public as well as professional educators about the facts concerning this vital area of our educational and instructional programs. It is apparent, therefore, in order to meet the demands of our expanding technological society, by training large numbers of students commensurate with these needs, the public, as well as many educators, will first have to change their views of the nature of vocational education.[25]

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[23] Erick L. Lindman, Financing Education in the Public Schools. University of California-Los Angeles: National Education Finance Project, 1970, p. 1.

[24] Ibid., p. 2.

Technological, sociological, and economic trends indicate very clearly that by 1985, a far higher percentage of the labor force will be enrolled in vocational programs at the post-secondary and adult levels. Furthermore, vocational education will undoubtedly be a part of the program of compensatory education to meet the special needs of the disadvantaged. It will take far more extensive studies than are presently available to identify with some degree of accuracy, the target populations for the various vocational programs which will need to be provided by 1985. Further research is needed for the purpose of doing better long-range planning for vocational education than can be done at the present time.

Because of the closeness of the area vocational-technical school to the geographic area which it serves and because the student body is usually drawn from the immediate area for the express purpose of serving the needs of the local community, this type of school is in contact with more community pressures. How it responds to these community pressures will determine the degree of success of its program. Collins points out that "Any institution existing within the context of the wider society has a symbolic relationship to it."[26]

In any analysis of the social environment we must carefully examine two aspects or categories. These are, "the source of educational needs, and factors which have influenced the nature of the institutions created to satisfy these educational needs."[27] These educational needs have historically been associated with the society which furnishes the students, and which supports the educational institution. With the broadened nature of today's educational needs, institutions of learning and particularly the vocational-technical schools have found greater diversity in student enrollment. No longer do post secondary institutions serve merely the traditional liberal arts students, but students with less academic aptitude as well. Therefore, it can be said that educational opportunities offered through the vocational-technical schools are of a nature to serve one need, occupational.

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[25] Ibid., p. 4.

[26] Ibid., p. 5.

Whatever their reasons, their academic background, their interests, their motivations, and their age ... students are coming in increasing numbers to area vocational schools. If their intentions are of a nature of self-improvement, it is not only the responsibility, but the duty of the community and the institution to do their best to fulfill these needs.

Summary of Literature Review

The related literature deals with the development of the area vocational-technical school and the attempt to meet the expanding needs of society. Also, the major influences that seem to have contributed to the expansion of occupational education on the post secondary level.

Historically, Americans have held vocational education in low esteem. Many believed that students who are enrolled in vocational-type programs were those who could not compete intellectually and academically with students who entered into college and university training. Due to the existing myths and misconceptions of vocational education, it has become necessary to enlighten the public as well as professional educators about the facts.

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[27] James W. Reynolds, "The Junior College: What Next?" Current Issues in Higher Education: In Search of Leaders. (Washington, D. C., American Association for Higher Education, 1967.) p. 223.

Vocational education has become increasingly recognized as a vital aspect of American education. As the technological aspects of our society expand, the necessity for youngsters to develop vocational competence along with personal and social traits will enable them to relate to others, both on and off the job.

Earlier studies indicated that a higher percentage of our society and economically disadvantaged have been given the opportunity to avail themselves of these new curricula. The major characteristics of the area vocational school is the "open door" policy, under which admission is granted to almost everyone interested in enrolling.

Many students according to the review of literature, are enrolling in area vocational schools because of the closeness of the vocational-technical school to the geographic area which it serves, and because educational opportunities offered through the vocational-technical school are of a nature to serve one need, occupational.

Literature related to the enrollment of students in area vocational-technical schools was reviewed. This review included books, magazines, journals, and other materials such as reports, abstracts, manuals and doctoral dissertations.

A report of this survey in Chapter II will provide a perspective of the status of research on students in enrolling in post secondary schools, such as the area vocational-technical school.

Chapter III will cover the methodology used to conduct this study. The population used in this study consisted of the students enrolled in area vocational-technical schools in east, middle and west Tennessee, for the school year 1979-80.

CHAPTER III

METHODOLOGY

Authorities in research state that research in education can be broadly divided into three categories. They are descriptive studies, historical studies, and experimental studies.[1] Of these three methods the one deemed most applicable for this study is more the descriptive survey type of research employing a "loose" quasi-experimental design.

Questionnaires were prepared to collect data applicable to the study (Appendix C). While the questionnaire and its usage have been the subject of much controversy, it still appears to be the most suitable type of research tool with which to gather the information for the study. Mouly felt that "Among the major advantages of the questionnaire is that it permits wide coverage at a minimum expense both in money and effort."[2] Hillway agreed when he stated that the written questionnaire saves money and time, and is a substitute for the interview.[3] Mouly further stated that "Particularly when it does not call for a signature or other means of identification the questionnaire may, because of its greater impersonality, elicit more candid and objective replies."[4] With these ideas in mind, a questionnaire was developed to conduct this investigation.

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[1] Armand J. Calfo and Earl Miller, Interpreting Educational Research (2nd ed. Dubuque, Iowa: William C. Brown Company, Publisher, 1970.) p. 32.

[2] George J. Mouly, The Science of Educational Research (2nd ed. New York: Van Nostrand Reinhold Company, 1970.) p. 242.

[3] Tyrus Hillway, Handbook of Educational Research: A Guide to Methods and Materials (Boston: Houghton Mifflin Co., 1969). p. 32.

Perspective for the Study

Since increasing emphasis is being placed upon vocational-technical education in our public school systems, this study was designed to find out the many reasons why students are enrolling in vocational-technical schools in large numbers.

Vocational-technical education subscribes to the philosophy that there is dignity in work. Every citizen should have the opportunity to be educated and trained to perform that type of work which will assure him gainful employment and job satisfaction consistent with his maximum potential and capabilities. Every task, regardless of how menial or complex it may be, ought to be performed skillfully and efficiently so that man may take pride in the work he is able to perform for his livelihood. Equipped with adequate knowledge and thoroughly practiced skills, the individual can more fully represent his dignity and worth to himself and to the community. Vocational-technical education is concerned that each citizen has an opportunity to discover his talents and to develop them to the degree of proficiency required by business and industry.

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[4] Ibid., p. 35.

Testable Hypothesis

The following as indicated in (Figure A) are a variety of dependent and independent variables which are the testable hypothesis for this study:

H_1 : There are no significant differences among the domestic environment with respect to age grouping 17 to 20 years old.

H_2 : . . . . . 21 to 25 years old.

H_3 : . . . . . 26 to 30 years old.

H_4 : . . . . . 31 to 35 years old.

H_5 : . . . . . Over 36 years old.

H_6 : There are no significant differences among the perceived opportunities with respect to age grouping 17 to 20 years old.

H_7 : . . . . . 21 to 25 years old.

H_8 : . . . . . 26 to 30 years old.

H_9 : . . . . . 31 to 35 years old.

H_{10} : . . . . . Over 36 years old.

H_{11} : There are no significant differences among the assessment of program with respect to age grouping 17 to 20 years old.

H_{12} : . . . . . 21 to 25 years old.

H_{13} : . ... 26 to 30 years old.

H_{14} : . . . . . 31 to 35 years old.

H_{15} : . . . . . Over 36 years old.

H_{16} : There are no significant differences among the domestic environment, perceived opportunities and assessment of program with respect to age.

H_{17} : There are no significant differences among domestic environment with respect to Anglo cultural background.

H_{18} : . . . . . Afro cultural background.

H_{19} : . . . . . Orient cultural background.

H_{20} : . . . . . Other cultural background.

H_{21} : There are no significant differences among perceived opportunities with respect to Anglo cultural background.

H_{22} : . . . . . Afro cultural background.

H_{23} : . . . . . Orient cultural background.

H_{24} : . . . . . Other cultural background.

H_{25} : There are no significant differences among assessment of program with respect to Anglo cultural background.

H_{26} : . . . . . Afro cultural background.

H_{27} : . . . . . Orient cultural background.

H_{28} : . . . . . Other cultural background.

H_{29} : There are no significant differences among the domestic environment, perceived opportunities and assessment of program with respect to cultural background.

H_{30} : There are no significant differences among the domestic environment with respect to program differences less than 6 months.

H_{31} : . . . . 12 to 15 months

H_{32} : . . . . 16 to 17 months

H_{33} : . . . . 18 to 20 months

H_{34} : . . . . 20 or more months

H_{35} : There are no significant differences among perceived opportunities with respect to program differences less than 6 months.

H_{36} : . . . . 12 to 15 months

H_{37} : . . . . 16 to 17 months

H_{38} : . . . . 18 to 20 months

H_{39} : . . . . 20 or more months

H_{40} : There are no significant differences among assessment of program with respect to program differences less than 6 months.

H_{41} : . . . . 12 to 15 months

H_{42} : . . . . 16 to 17 months

H_{43} : . . . . 18 to 20 months

H_{44} : . . . . 20 or more months

H_{45} : There are no significant differences among domestic environment, perceived opportunities and assessment of program with respect to program differences.

FIGURE A

RESEARCH DESIGN FOR THE STUDY

DEPENDENT VARIABLES

CULTURAL BACKGROUND

INDEPENDENT VARIABLES

	DOMESTIC ENVIRONMENT (Items 1 through 11)	PERCEIVED OPPORTUNITIES (Items 12 through 19)	ASSESSMENT OF PROGRAM (Items 20 thru 23)
AGE CONSIDERATION (Ranges)			
17 - 20	H_1	H_6	H_{11}
21 - 25	H_2	H_7	H_{12}
26 - 30	H_3	H_8	H_{13}
31 - 35	H_4	H_9	H_{14}
Over 36	H_5	H_{10}	H_{15}
CULTURAL BACKGROUND	H_{16}	H_{21}	H_{26}
CAUCASIAN	H_{17}	H_{22}	H_{27}
	H_{18}	H_{23}	H_{28}
BLACK	H_{19}	H_{24}	H_{29}
OTHER	H_{20}	H_{25}	H_{30}
PROGRAM DIFFERENCES			
Less than 6 months	H_{30}	H_{35}	H_{40}
12 to 15 months	H_{31}	H_{36}	H_{41}
16 to 17 months	H_{32}	H_{37}	H_{42}
18 to 20 months	H_{33}	H_{38}	H_{43}
20 or more months	H_{34}	H_{39}	H_{44} H_{45}

Description of Subjects

The population for this study consisted of 443 students. These students were enrolled as full-time students at the Memphis, Nashville and Knoxville Vocational-Technical Schools for the 1979-80 school term. These students consisted of both those who have graduated from high school and those who left high school before completing the prescribed requirements for a high school diploma. The population also consisted of a cross-section of the three geographical sections of the state, east, middle and west Tennessee. The population consisted of different cultural backgrounds, ages and program differences.

Instrumentation

A questionnaire was the data-gathering instrument used in this investigation. The questionnaire contained items specifically designed for students attending area vocational-technical schools in east, middle and west Tennessee (Appendix E).

The questions asked were grouped in three general categories. For identification purposes these questions are placed in the categories to which they most closely relate. These general categories or dependent variables were as follows:

1. Domestic Environment
2. Perceived Opportunities
3. Assessment of Program

The questionnaire was submitted to seven experts in the educational field, to determine if the questions were valid (Appendix B). These professionals were the jury for the validation of the questionnaire. Next, the questionnaire (Appendix C) was administered to a pilot group of twenty-five (25) students to find if any of the questions were vague or misleading. If the students being given the questionnaire frequently asked questions about a particular question, or if a particular question was left blank by many students, it was assumed that that particular question was vague or misleading. These students were not included as participants in this dissertation study. After the validation of the questionnaire, it was submitted to 443 full-time students who are enrolled at the Memphis Area Vocational School, as well as those enrolled as full-time students in the Nashville and Knoxville Area Vocational Schools for the 1979-80 school term. The students were assured of complete confidentiality of the data gathered.

Procedures for the Study

Official permission to administer the questionnaire and conduct the study in the schools was obtained from the Tennessee State Department of Vocational-Technical Education, Nashville, Tennessee, and the Directors of each school used in the study (Appendices C, D, E and F).

Four hundred forty-three students were used in the study. Each school was visited for the purpose of personally supervising and administering the process of filling out of the questionnaire.

Questionnaires were coded, key-punched and formated for analysis by way of the Statistical Package for Social Sciences (SPSS). The data were classified to treat each function for analysis, by using one-way analysis of variance and chi-square treatment. The purpose of the statistical analysis was to determine the extent to which there was agreement or disagreement among each responding group and between different groups. Results are presented in tabular form with the corresponding chi-square and F-ratio and the appropriate level of significance.

Summary

The methodology utilized in conducting this study entailed collecting data for the study. A questionnaire was constructed which utilized information relating to the background of the students prior to and through registration in a program at the Area vocational-technical schools located in east, middle and west Tennessee used in the study. A population of 443 students was secured. A random sample drawn from the population of these three institutions constituted the bases for this study. Perspective for the study, testable hypothesis and procedures for the study were outlined. The general categories or dependent variables were domestic environment, perceived opportunities and assessment of program, which constituted the research instrumentation used in this investigation.

Chapter IV of this investigation will be the presentation and analysis of the data and findings. Data were analyzed to determine differences and relationships relating to the dependent and independent variables in this study. Utilizing the statistical analysis via the Statistical Package for Social Sciences (SPSS), [illegible] were compiled and subjected to analyses.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA AND FINDINGS

The purpose of this study was to identify and compare by means of relationship selected factors which influence students to enroll at area vocational schools in East, Middle and West Tennessee. A questionnaire was designed to obtain data related to domestic environment, perceived opportunities and program assessment. Data were analyzed to determine differences and relationships relating to age, sex, cultural background and subjective attitudes about vocational education programs and area vocational schools.

Descriptive Data

Four hundred forty-three subjects were used in the study (Table 1), one hundred thirty-five, or 30.5% were enrolled in West Tennessee at the Memphis Area Vocational School. One hundred fifty-one, or 34.0% were enrolled in Middle Tennessee, Nashville Area Vocational School. One hundred fifty-five, or 35.0% were enrolled in East Tennessee, Knoxville Area Vocational School. Two, or .5% of the students did not indicate the school enrolled.

TABLE 1

VOCATIONAL-TECHNICAL SCHOOLS USED IN THE STUDY

Name of School Student Attended	Number	Percent
Memphis Area Vocational-Technical	135	30.5
Nashville Area Vocational-Technical	151	34.0
Knoxville Area Vocational-Technical	155	35.0
No response	2	0.5
Total	443	100.0

TABLE 2

COUNTY FROM WHICH SUBJECTS COMPLETED HIGH SCHOOL

County in Which Student's High School was Located	Number	Percent
Shelby County	92	20.8
Davidson County	67	15.1
Knox County	61	13.8
Other	145	32.7
No High School	75	16.9
No response	3	0.7
Total	443	100.0

The county from which the subjects completed high school was as follows: Shelby County (Memphis), 92 or 20.8%; Davidson County (Nashville) 67 or 15.1%; Knox (Knoxville) 61 or 13.8%; other, 145 or 32.7%; no high school, 75 or 16.9%; and no response, 3 or .7% (Table 2).

Table 3 shows the source of funds for the subjects while attending vocational area schools. Twenty-six percent of the subjects obtain funds for their education from family and relatives while 12% of the subjects held full-time jobs. Twenty percent received veterans' benefits, while 16% were on vocational rehabilitation.

TABLE 3

STUDENT'S SOURCE OF FUNDS FOR EDUCATION

Source of Funds	Number	Percent
Full-time Job	53	12.0
Part-time Job	84	10.0
Family - Relatives	115	26.0
Veterans' Benefits	90	20.3
Vocational Rehabilitation	71	16.0
No response	30	6.7
Total	443	100.0

Two hundred four of the subjects did not indicate if other relatives were attending area vocational schools (Table 4). A small number, 14 or 3.2% indicated that parents were attending area vocational schools; 59 or 13.3% indicated that brothers or sisters were attending area vocational schools; 88 or 19.9% had other relatives attending area vocational schools; 60 or 13.5% had cousins attending vocational schools and 18 or 4.1% had a spouse attending a vocational school.

TABLE 4

RELATIVES ATTENDING VOCATIONAL SCHOOL

Relatives Who Have Attended	Number	Percent
Parents	14	3.2
Brother - Sister	59	13.3
Other Relatives	88	19.9
Cousin(s)	60	13.5
Spouse	18	4.1
No response	204	46.0
Total	443	100.0

Subjects indicated their age ranging from a low of 17, and above 35 (Table 5). One-third, 148 or 33.4% of the students were between 17 and 20 years of age. One hundred seven, or 24.2% were between 21 and 25. Seventy four or 16.7% were between 26 and 30. One hundred fourteen of the students were either above 30 years of age or did not indicate age.

TABLE 5

AGE OF SUBJECTS USED IN THE STUDY

Age of Student	Number	Percent
17 - 20	148	33.4
21 - 25	107	24.2
26 - 30	74	16.7
31 - 35	35	7.9
Other	76	17.2
No response	3	.6
Total	443	100.0

TABLE 6

MARITAL STATUS OF SUBJECTS

Marital Status	Number	Percent
Married	156	35.2
Single	243	54.9
Widowed	3	.7
Divorced	29	6.5
Other	11	2.5
No response	1	.2
Total	443	100.0

The majority of the subjects were single (Table 6). One half, or 54.9% indicated that they were single. One hundred fifty-six, or 35.2% were married. Approximately 10% of the students were widowed, divorced or did not indicate marital status.

Responses from the questionnaire classified the students as caucasian, black, or other. Sixty-three percent of the students were caucasian (Table 7). Twenty-seven percent were black and approximately 10% were either classified as "other" or did not report race.

TABLE 7

CULTURAL GROUPS USED IN THE STUDY

Race of Student	Number	Percent
Caucasian	280	63.2
Black	120	27.1
Other	36	8.1
No response	7	1.6
Total	443	100.0

Response to the question regarding with whom the student lived while in school gives some indications regarding the domestic environment which might have some bearing on findings. Forty-two percent of the students lived with their parents (Table 8); 139 or 31.4% lived with a spouse; 42 or 9.5% lived alone.

The descriptive data seem to indicate that the majority of the students were young adults, caucasian, living with parents and resided in the area where the school was located.

TABLE 8

WHOM SUBJECTS LIVED WITH WHILE IN SCHOOL

With Whom Student Lives	Number	Percent
Alone	42	9.5
Friend	22	5.0
Relative	51	11.5
Spouse	139	31.4
Parent	188	42.4
No response	1	.2
Total	443	100.0

Comparison of Domestic Environment and Related Factors

It was indicated earlier that the majority of the students were single. Table 9 shows the contingency coefficient comparing marital status and area vocational school. Thirty-one or 22.96% of the students at the Memphis Area Vocational School were married, while 64 or 42.38% were married from the Nashville Area Vocational School, and 61 or 39.61% from the Knoxville Area Vocational School were married. Ninety-six or 71.11% of the students from the Memphis school were single, while 67 or 44.37% of the Nashville School were single and 78 or 50.65% of the Knoxville School were single. These results yielded a chi-square of 26.15 with 8 degrees of freedom. The chi-square is significant at the .01 level of confidence.

TABLE 9

COMPARISON OF SUBJECTS' PRESENT MARITAL STATUS AND LOCAL AREA VOCATIONAL-TECHNICAL SCHOOL

Marital Status	Total Sample No.	Total Sample %	Memphis Area No.	Memphis Area %	Nashville Area No.	Nashville Area %	Knoxville Area No.	Knoxville Area %
Married	156	35.45	31	22.96	64	42.38	61	39.61
Single	241	54.77	96	71.11	67	44.37	78	50.65
Widowed	3	.68	0	.00	2	1.32	1	.65
Divorced	29	6.59	4	2.96	15	9.93	10	6.49
Other	11	2.50	4	2.96	3	1.99	4	2.60
Total	440	100.00	135	30.68	151	34.32	154	35.00

*Chi-square = 26.15; df. = 8; P < .001

Table 10 shows that 54 or 35.06% of the students at the Knoxville Area School lived with a spouse while only 27 or 20% of the Memphis Vocational School students lived with a spouse. Forty-seven, or 31.13% of the Nashville students lived with their parents while 73 or 54.07% of the Memphis students lived with their parents. The contingency coefficient comparing marital status and with whom the student lived yielded a chi-square of 33.42 with 8 degrees of freedom. The chi-square was significant at the .01 level.

TABLE 10

COMPARISON OF WITH WHOM STUDENT LIVES AND AREA VOCATIONAL-TECHNICAL SCHOOL

With Whom Student Lives	Total Sample		Memphis Area* Voc-Tech		Nashville Area Voc-Tech		Knoxville Area* Voc-Tech	
	N	%	N	%	N	%	N	%
Alone	42	9.55	10	7.41	17	11.26	15	9.74
Friend	22	5.00	3	2.22	7	4.64	12	7.79
Relative	51	11.59	22	16.30	22	14.57	7	4.55
Spouse	139	31.59	27	20.00	58	38.41	54	35.06
Parent	186	42.27	73	54.07	47	31.13	66	42.86
Total	440	100.00	135	30.68	151	34.32	154	35.00

*Chi-square = 33.42; df = 8; $P < .001$

Subjects were asked to rate their qualification for the program in which they were enrolled. A one-way analysis of variance was computed in order to determine if there were significant variations between marital status and qualification for the program. Results of the comparison yielded an F-ratio of .701 (Table 11). The F-value was not significant at the .05 level of confidence.

TABLE 11

ANALYSIS OF VARIANCE OF DATA COMPARING SUBJECT'S QUALIFICATION FOR PROGRAM AND SUBJECT'S PRESENT MARITAL STATUS

Source of	Sum of Squares	df	Mean Square	F-Value	Significant
Between Groups	.814	4	.203	.701	.5915
Within Groups	126.241	435	.290		

An F-Value of 2.886 comparing age of subjects and race was not significant at the .05 level of confidence (Table 12). Likewise a chi-square value of 11.67 with 8 degrees of freedom comparing age and race was not significant at the .05 level of confidence.

TABLE 12

ANALYSIS OF VARIANCE OF DATA FOR COMPARING AGE OF SUBJECTS AND RACE OF SUBJECTS

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	12.187	2	6.093	2.886*	.057
Within Groups	910.166	431	2.112		

TABLE 13

COMPARISON OF AGE LEVELS AND RACIAL GROUPS

Age	Total Sample		Race					
			Caucasian*		Black*		Other*	
	N	%	N	%	N	%	N	%
17 - 20	145	33.41	91	32.62	49	41.18	5	13.89
21 - 25	105	24.19	63	22.58	29	24.37	13	36.11
26 - 30	74	17.05	49	17.56	17	14.29	8	22.22
31 - 35	34	7.83	23	8.24	8	6.72	3	8.33
Other	76	17.51	53	19.00	16	13.45	7	19.44
Total	434	100.00	279	64.29	119	27.42	36	8.29

*Chi-square value = 11.67; df = 8; $P > .05$

Table 13 reveals that race and age did not show a significant difference among the racial groups. A relatively large proportion of the students for the three racial groups were in the age range from 17-30. The chi-square value of $P > .05$ was not significant.

When family income and race of subjects were compared by way of analysis of variance, the F-Value of 15.473 was significant at the .01 level of confidence (Table 14). It is also noted that by chi-square comparison of marital status and race that 82 or 68.33% of the blacks were single, while 137 or 48.93% of the caucasians were single. One hundred eleven, or 39.64% of the caucasians were married. Results from the comparison yielded a chi-square of 29.47 with 8 degrees of freedom. The chi-square was significant at the .01 level of confidence (Table 15).

TABLE 14

ANALYSIS OF VARIANCE OF DATA FOR COMPARING SUBJECT'S FAMILY INCOME AND RACE OF SUBJECT

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	54.579	2	27.289	15.473*	.000
Within Groups	724.883	411	1.764		

$P < .001$

TABLE 15

COMPARISON OF SUBJECT'S PRESENT MARITAL STATUS AND RACIAL GROUP

Marital Status	Total Sample		Caucasian *		Black *		Other *	
	N	%	N	%	N	%	N	%
Married	155	35.55	111	39.64	30	25.00	14	38.89
Single	238	54.59	137	48.93	82	68.33	19	52.78
Widowed	3	.69	0	.00	2	1.67	1	2.78
Divorced	29	6.65	27	9.64	1	.83	1	2.78
Other	11	2.52	5	1.79	5	4.17	1	2.78
Total	436	100.0	280	64.22	120	27.52	36	8.26

*Chi-square = 29.47; df = 8; $P < .0001$

Table 16 shows that 28 or 23.53% of the blacks depended on mother only for income while only 23 or 8/27% of the caucasians depended on mother only for source of income. Sixty-five or 23.38% of the caucasians depended on both parents for source of support while only 3 or 8.57% of the other depended on both parents. (Table 16) Which was compared with dependency for source of income, the results yielded a chi-square of 24.06 with 8 degrees of freedom. The chi-square was significant at the .01 level of confidence.

TABLE 16

COMPARISON OF RACIAL GROUP AND DEPENDENCY FOR SOURCE OF INCOME

Source of Income	Total Sample N	Total Sample %	Caucasian* N	Caucasian* %	Black* N	Black* %	Other* N	Other* %
Self	173	40.05	120	43.17	39	32.77	14	40.00
Both Parents	90	20.83	65	23.38	22	18.49	3	8.57
Father Only	63	14.58	37	13.31	18	15.13	8	22.86
Mother Only	58	13.43	23	8.27	28	23.53	7	20.00
Spouse	48	11.11	33	11.87	12	10.08	3	8.57
Total	432	100.00	278	64.35	119	27.55	35	8.10

*Chi-Square value = 24.06; df = 8; $P < .01$

Table 17 is a contingency table comparing employment while in high school and racial group. Results show that 58, or 20.71% of the caucasians were always employed while 12 or 10.17% of the blacks were always employed. The comparison yielded a Chi-square of 28.00 with 8 degrees of freedom. The Chi-square was significant at the .01 level of confidence.

TABLE 17

COMPARISON OF SUBJECT'S EMPLOYMENT IN HIGH SCHOOL AND RACIAL GROUPS

Employment In High School	Total Sample		Caucasian*		Black*		Other*	
	N	%	N	%	N	%	N	%
Always	74	17.05	58	20.71	12	10.17	4	11.11
Usually	56	12.90	42	15.00	9	7.63	5	12.90
Sometimes	115	26.50	81	28.93	29	24.58	5	13.89
Infrequently	43	9.91	27	9.64	13	11.02	3	8.33
Never	72	25.71	55	46.61	19	52.78	19	33.64
Total	434	100.00	280	64.52	118	27.19	36	8.29

* Chi-Square value = 28.00; df = 8; $P < .01$

The F-Value comparing race and employment in high school was 12.494 and was significant at the .01 level of confidence (Table 18).

TABLE 18

ANALYSIS OF VARIANCE OF DATA FOR COMPARING EMPLOYMENT IN HIGH SCHOOL AND RACE OF SUBJECTS

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	51.484	3	25.742	12.494*	.000
Within Groups	887.975	431	2.060		

$P < .001$

Table 19 shows that 61, or 51.69% of the students responding at the Memphis area school were black while 58 or 20.71% were caucasian; while 129 or 46.07% of the students responding at the Knoxville area school were caucasian and 11 or 9.32% were black. Results comparing race and area vocational school yielded a Chi-square of 59.72 with 8 degrees of freedom and was significant at the .01 level of confidence.

TABLE 19

COMPARISON OF VOCATIONAL-TECHNICAL SCHOOL AND RACIAL GROUP

Voc-Tech School	Total Sample N	Total Sample %	Caucasian* N	Caucasian* %	Black* N	Black* %	Other* N	Other* %
Memphis Area Voc-Tech	132	30.41	58	20.71	61	51.69	13	36.11
Nashville Area Voc-Tech	149	34.33	93	33.21	46	38.98	10	27.78
Knoxville Area Voc-Tech	153	35.25	129	46.07	11	9.32	13	36.11
Total	434	100.00	280	64.52	118	27.19	36	8.29

*Chi-Square = 59.72; df = 4; $P < .0001$

Racial group and approximate family income show that 114 or 42.54% of the caucasians had family income of more than $12,000, while blacks and others with family income in this range were 18% respectively (Table 20). The Chi-square value for this comparison was 35.11 with 8 degrees of freedom and was significant at the .01 level of confidence.

TABLE 20

COMPARISON OF RACIAL GROUP AND STUDENT'S APPROXIMATE FAMILY INCOME

Approximate Family Income	Total Sample N	Total Sample %	Caucasian* N	Caucasian* %	Black* N	Black* %	Other* N	Other* %
Less than $2,000	36	8.70	12	4.48	19	16.81	5	15.15
$2,000 - $5,000	89	21.50	52	19.40	30	26.55	7	21.21
$5,000 - $7,000	66	15.94	39	14.55	20	17.70	7	21.21
$7,000 - $12,000	82	19.81	51	19.03	23	20.35	8	24.24
More than $12,000	141	34.06	114	42.54	21	18.58	6	18.18
Total	414	100.00	268	64.73	113	27.29	33	7.97

*Chi-Square Value = 35.11; df = 8; $P < .01$

When racial group was compared with the one whom the student lived with while in school, it was found that 104 or 37.14% of the caucasians lived with a spouse while 23 or 19.17% of the blacks lived with a spouse (Table 21). The Chi-square for this comparison was 23.56 with 8 degrees of freedom and was significant at the .01 level of confidence.

TABLE 21

COMPARISON OF WITH WHOM STUDENT LIVES AND RACIAL GROUP

Living With	Total Sample N	Total Sample %	Caucasian* N	Caucasian* %	Black* N	Black* %	Other* N	Other* %
Alone	42	9.63	22	7.86	14	11.67	6	16.67
Friend	22	5.05	14	5.00	4	3.33	4	11.11
Relatives	50	11.47	25	8.93	22	18.33	3	8.33
Spouse	138	31.65	104	37.14	23	19.17	11	30.56
Parent	184	42.20	115	41.07	57	47.50	12	33.33
Total	436	100.00	280	64.22	120	27.52	36	8.24

*Chi-Square = 23.56; df = 8; $P < .001$

The Chi-square value for comparing student's anticipated place of residence after graduation and race was 14.23, with 8 degrees of freedom and was not significant at the .05 level of confidence (Table 22).

TABLE 22

COMPARISON OF STUDENT PLANS TO LOCATE AFTER COMPLETION OF PROGRAM AND RACIAL GROUP

Area to Relocate	Total Sample		Caucasian*		Black*		Other*	
	N	%	N	%	N	%	N	%
West Tenn.	51	11.70	33	11.79	12	10.00	6	16.67
East Tenn.	104	23.85	78	27.86	18	1[illegible].00	8	22.22
Middle Tenn.	118	27.06	78	27.86	34	28.33	6	16.67
Out-of-state	19	4.36	12	4.29	5	4.17	2	5.56
Undecided	144	33.03	79	28.21	51	42.50	14	38.89
Total	436	100.00	280	64.22	120	27.52	36	8.26

*Chi-Square = 14.23; df = 8; $P < .05$

Table 23 shows a comparison of age and the area vocational school in which students were enrolled by a one-way analysis of variance and Table 24 shows the same comparison by a Chi-square. The Chi-square value of 15.12 with 8 degrees of freedom was not significant. The F-Value of 3.676 was significant at the .05 level of confidence.

TABLE 23

ANALYSIS OF VARIANCE FOR DATA COMPARING AGE OF STUDENT AND NAME OF STUDENT'S VOC-TECH SCHOOL

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	15.412	2	7.706	3.676*	.026
Within Groups	911.976	435	2.096		

$P < .05$

TABLE 24

NAME OF VOCATIONAL-TECHNICAL SCHOOL AND AGE OF STUDENT

Name of School	Total Sample N	Total Sample %	Age 17-20* N	Age 17-20* %	Age 21-25* N	Age 21-25* %	Age 26-30* N	Age 26-30* %	Age 31-35* N	Age 31-35* %	Over 35* N	Over 35* %
Memphis Area Voc-Tech	134	30.59	53	36.30	40	37.38	15	20.27	8	22.89	18	23.68
Nashville Area Voc-Tech	151	34.47	44	30.14	34	31.78	27	36.49	18	51.43	28	36.84
Knoxville Area Voc-Tech	153	34.93	49	33.56	33	30.84	32	43.24	9	25.71	30	39.47
Total	438	100.00	146	33.33	107	24.43	74	18.89	35	7.99	76	17.35

*Chi-Square = 15.12; df = 8; P <.05

Subjects were asked to give a subjective rating of their high school performance (Table 25). Results of the rating showed that 308, or 69.5%, of the students rated their high school performance as average, while 81, or 18.3% of the students rated their high school performance as above average. The F-ratio comparing high school performance and race was .93 and was not significant (Table 26). The F-ratio comparing high school performance and vocational-technical school was 14.53% and was significant at the .01 level of confidence (Table 27). Likewise, there was a significant F-value when high school performance and present marital status were compared (Table 28). Analysis of variation between marital status and high school rating yielded an F-value of 3.081 and was significant at the .05 level of confidence.

When high school performance was compared with the area vocational technical school, it was revealed that 35, or 25.93% of the Memphis students rated high school performance above average while only 16, or 10.39% of the Knoxville students rated high school performance as above average (Table 29). Only 2, or 1.48% of the Memphis students, rated high school performance below average, while 16, or 10.39% of the Knoxville students rated it as below average. The Chi-square value of 34.45 with 8 degrees of freedom was significant at the .01 level of confidence.

When high school performance was compared with source of funds for education the F-ratio was .639 and was not significant (Table 30). A comparison of high school performance rating and racial groups yielded a Chi-square of 4.12 with 8 degrees of freedom and was not significant (Table 31).

TABLE 25

HIGH SCHOOL PERFORMANCE OF SUBJECTS

High School Performance	N	%
Above Average	81	18.3
Average	308	69.5
Below Average	27	6.1
Poor	11	2.5
Very Poor	12	2.7
No response	4	.9
Total	443	100.0

TABLE 26

ANALYSIS OF VARIANCE OF DATA COMPARING RACE AND HIGH SCHOOL PERFORMANCE

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	1.079	2	.540	.930*	.395
Within Groups	248.911	429	.580		

TABLE 27

ANALYSIS OF VARIANCE FOR DATA COMPARING HIGH SCHOOL PERFORMANCE AND NAME OF VOC-TECH SCHOOL

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	15.695	2	7.848	14.537	.0000
Within Groups	234.295	434	.540		

$P < .001$

TABLE 28

ANALYSIS OF VARIANCE OF DATA COMPARING HIGH SCHOOL PERFORMANCE AND PRESENT MARITAL STATUS

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	6.947	4	1.737	3.081*	.0161
Within Groups	244.051	433	.564		

* $P < .05$

TABLE 29

COMPARISON OF HIGH SCHOOL PERFORMANCE AND VOCATIONAL-TECHNICAL SCHOOL

High School Performance	Total Sample		Memphis Area* Voc-Tech		Nashville Area* Voc-Tech		Knoxville Area* Voc-Tech	
	N	%	N	%	N	%	N	%
Above Average	80	18.31	35	25.93	29	19.59	16	10.39
Average	308	70.48	93	68.89	108	72.97	107	69.48
Below Average	27	6.18	2	1.48	9	6.08	16	10.39
Poor	11	2.52	4	2.96	2	1.35	5	3.25
Very Poor	11	2.52	1	.74	0	.00	10	6.49
Total	437	100.00	135	30.89	148	33.87	154	35.24

TABLE 30

ANALYSIS OF VARIANCE OF DATA COMPARING HIGH SCHOOL PERFORMANCE AND SOURCE OF FUNDS FOR EDUCATION

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	1.593	4	.398	.639	.6348
Within Groups	252.251	405	.623		

TABLE 31

COMPARISON OF HIGH SCHOOL PERFORMANCE AND RACIAL GROUP

High School Performance	Total Sample N	Total Sample %	Caucasian* N	Caucasian* %	Black* N	Black* %	Other* N	Other* %
Above Average	80	18.52	48	17.20	26	21.85	6	17.65
Average	303	70.14	198	70.97	82	68.91	23	67.65
Below Average	27	6.25	18	6.45	6	5.04	3	8.82
Poor	11	2.55	6	2.15	4	3.36	1	2.94
Very Poor	11	2.55	9	3.23	1	.84	1	2.94
Total	432	100.00	279	64.58	119	27.55	34	7.87

Table 32 shows that 175, or 39.5% of the students, depended on themselves for source of income; 93, or 21%, depended on both parents; 63, or 14.2%, depended on father only; 58, or 13.1%, depended on mother only; 54, or 12.2%, depended on spouse or did not respond to the question. When these data were subjected to Chi-square analysis, it was revealed that 39, or 28.89% of the students in the Memphis school, depended on themselves, while 71, or 46.10% of the students in the Knoxville school, depended on themselves. Thirty-one, or 22.96% of the students in the Memphis school depended on the mother only, while 11, or 7.48% of the students in the Nashville school, depended on the mother only (Table 33). The Chi-square comparison for source of dependency and vocational area school was 39.06 with 8 degrees of freedom and was significant at the .01 level of confidence.

TABLE 32

WHOM SUBJECTS DEPEND ON FOR INCOME

Dependent	N	%
Yourself	175	39.5
Both Parents	93	21.0
Father Only	63	14.2
Mother Only	58	13.1
Spouse	49	11.1
No response	5	1.1
Total	443	100.0

TABLE 33

COMPARISON OF SUBJECTS' DEPENDENCY FOR INCOME AND VOCATIONAL-TECHNICAL SCHOOL

Family Income Depends	Total Sample		Memphis Area* Voc-Tech		Nashville Area* Voc-Tech		Knoxville Area* Voc-Tech	
	N	%	N	%	N	%	N	%
Yourself	175	40.14	39	28.89	65	44.22	71	46.10
Both Parents	92	21.10	24	17.78	33	22.45	35	22.73
Father Only	62	14.22	25	18.52	12	8.16	25	16.23
Mother Only	58	13.30	31	22.96	11	7.48	16	10.39
Spouse	49	11.24	16	11.85	26	17.69	7	4.55
Total	436	100.00	135	30.96	147	33.72	154	35.32

*Chi-Square = 39.06; df = 8; $P < .001$

Table 34 shows the level of educational attainment of the father for subjects used in the study. It is revealed that 170, or 38.4%, of the fathers completed grades 10-12; 129, or 29.1%, of the fathers went beyond the 12th grade. Only 19, or 4.3% of the fathers, completed only grades 1 through 3. The contingency coefficient for comparison of fathers' educational level and area vocational school yielded a Chi-square of 15.20 with 8 degrees of freedom, and was not significant at the .05 level of confidence (Table 35). Likewise, when the educational achievement of the father was compared with the different racial groups the Chi-square value was 5.77, with 8 degrees of freedom, and was not significant at the .05 level of confidence (Table 36). Results show that forty percent of all fathers completed more than the 10th grade. Fourteen, or 40% of the fathers from the other race completed more than the 12th grade; while only 26, or 22.81% of the fathers from the black race completed more than the 12th grade.

When fathers' education and race were compared by analysis of variance, the F-value was .653 and was not significant (Table 37). Table 38 shows the educational attainment of the mother for subjects used in the study. Seventy-five percent of the mothers completed more than the 10th grade. Only 7, or 1.6% of the mothers, achieved below grade 4. The Chi-square value of 3.98 with 8 degrees of freedom for comparing mothers' educational level with area vocational school was not significant (Table 39). Likewise, a Chi-square value of 8.36 with 8 degrees of freedom comparing mothers' educational level and racial group was not significant (Table 40).

Analysis of variance results reported in Table 41, yielded an F-value of .198 and was not significant at the .05 level of confidence.

TABLE 34

LEVEL OF EDUCATIONAL ATTAINMENT OF SUBJECTS' FATHERS

Grade Level	N	%
1 - 3	19	4.3
4 - 6	36	8.1
7 - 9	75	16.9
10 - 12	170	38.4
Over 12th grade	129	29.1
No response	14	3.2
Total	443	100.0

TABLE 35

COMPARISON OF FATHERS' EDUCATIONAL LEVEL AND LOCAL AREA VOCATIONAL-TECHNICAL SCHOOL

Educational Level Of Father	Total Sample		Memphis Area* Voc-Tech		Nashville Area* Voc-Tech		Knoxville Area* Voc-Tech	
	N	%	N	%	N	%	N	%
Grade 1 - 3	19	4.45	5	3.94	6	4.03	8	5.30
Grade 4 - 6	35	8.20	8	6.30	10	6.71	17	11.26
Grade 7 - 9	75	17.56	14	11.02	31	20.81	30	19.87
Grade 10 - 12	169	39.58	57	44.88	66	44.30	46	30.46
Over 12th grade	129	30.21	43	33.86	36	24.16	50	33.11
Total	427	100.00	127	29.74	149	34.89	151	35.36

TABLE 36

COMPARISON OF EDUCATIONAL LEVEL OF FATHER AND RACIAL GROUP

Educational Level Of Father	Total Sample		Caucasian*		Black*		Other*	
	N	%	N	%	N	%	N	%
1 - 3	19	4.48	11	4.00	8	7.02	0	.00
4 - 6	35	8.25	22	8.00	9	7.89	4	11.43
7 - 9	75	17.69	53	19.27	14	12.28	8	22.86
10 - 12	166	39.15	100	36.36	57	50.00	9	25.71
Over 12	129	30.42	89	32.36	26	22.81	14	40.00
Total	424	100.00	275	64.86	114	26.89	35	8.25

TABLE 37

ANALYSIS OF VARIANCE OF DATA FOR COMPARISON OF FATHERS' EDUCATIONAL LEVEL AND RACE OF SUBJECTS

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	1.55	2	.787	.653	.521
Within Groups	500.88	421	1.190		

TABLE 38

LEVEL OF EDUCATIONAL ATTAINMENT OF SUBJECTS' MOTHERS

Grade Level	N	%
1 - 3	7	1.6
4 - 6	24	5.4
7 - 9	68	15.3
10 - 12	214	48.4
Over 12th grade	122	27.5
No response	8	1.8
Total	443	100.0

TABLE 39

COMPARISON OF MOTHER'S EDUCATIONAL LEVEL AND AREA VOCATIONAL-TECHNICAL SCHOOL

Educational Level Of Mother	Total Sample		Memphis Area Voc-Tech		Nashville Area Voc-Tech		Knoxville Area Voc-Tech	
	N	%	N	%	N	%	N	%
Grade 1 - 3	7	1.62	1	.76	2	1.34	4	2.61
Grade 4 - 6	24	5.54	7	5.34	8	5.37	9	5.88
Grade 7 - 9	68	15.70	20	15.27	22	14.77	26	16.99
Grade 10-12	213	49.19	68	51.91	78	52.35	67	43.79
Over 12th	121	27.94	35	26.72	39	26.17	47	30.72
Total	433	100.00	131	30.25	149	34.41	153	35.33

TABLE 40

COMPARISON OF MOTHERS' EDUCATIONAL LEVEL AND RACIAL GROUP

Educational Level Of Mother	Total Sample		Caucasian		Black		Other	
	N	%	N	%	N	%	N	%
Grade 1 - 3	6	1.40	5	1.81	0	.00	1	2.94
Grade 4 - 6	23	5.35	15	5.43	7	5.83	1	2.94
Grade 7 - 9	67	15.58	41	14.86	19	15.83	7	20.59
Grade 10-12	214	49.77	140	50.72	63	52.50	11	32.35
Over 12th	120	27.91	75	27.17	31	25.83	14	41.18
Total	430	100.00	276	64.19	120	27.91	34	7.91

TABLE 41

ANALYSIS OF VARIANCE OF DATA FOR COMPARING EDUCATIONAL LEVEL OF MOTHER AND RACE OF THE SUBJECTS

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	.308	2	.154	.198*	.82
Within Groups	332.411	427	.778		

* P > .05

Table 42 shows the county from which the students completed high school; 88, or 65.19% of the Memphis students completed high school in Shelby County; 66, or 44.30% of the Nashville students completed high school in Davidson County; and 60, or 38.96% of the Knoxville students completed high school in Knox County. One hundred forty-four or 32.88% of all the students completed high school in a county other than the one in which they were attending school. The chi-square of 427.49 with 8 degrees of freedom for comparing location of high school and area vocational school was significant at the .01 level of confidence.

Table 43 compares the plans of the students to locate after training with the area vocational school. The chi-square value of 365.84 with 8 degrees of freedom shows that there is a significant difference among the students enrolled in the vocational schools and plans to locate after training.

Table 44 shows that 13, or 10.4% of the Memphis students received veterans' benefits as a source of funds for education, while 57, or 37.5% of the Knoxville students received veterans' benefits. Also, Table 44 shows that 44, or 35.2% of the Memphis students received funds from family and relatives while only 30, or 19.74% of the Knoxville students received funds from family and relatives. Analysis of variance comparing qualification for the program as viewed by the student with source of funds for education yielded an F-value of 1.613 and was not significant at the .05 level of confidence (Table 45).

TABLE 42

COMPARISON OF SUBJECTS' HIGH SCHOOL AND VOCATIONAL-TECHNICAL SCHOOL

Local of High School County	Total Sample		Memphis Area* Voc-Tech		Nashville Area* Voc-Tech		Knoxville Area* Voc-Tech	
	N	%	N	%	N	%	N	%
Shelby County	91	20.78	88	65.19	2	1.34	1	.65
Davidson County	67	15.30	0	.00	66	44.30	1	.65
Knox County	61	13.93	0	.00	1	.67	60	38.96
Other	144	32.88	35	25.93	51	34.23	58	37.66
No High School	75	17.12	12	8.89	29	19.46	34	22.08
Total	438	100.00	135	30.82	149	34.02	154	35.16

*Chi-square = 427.49; df = 8; P $<$.001

TABLE 43

COMPARISON OF VOCATIONAL-TECHNICAL SCHOOL AND STUDENTS' PLANS TO LOCATE AFTER THE COMPLETION OF PROGRAM

Area to Relocate	Total Sample		Memphis Area* Voc-Tech		Nashville Area* Voc-Tech		Knoxville Area* Voc-Tech	
	N	%	N	%	N	%	N	%
West Tenn.	52	11.79	40	29.63	8	5.30	4	2.58
East Tenn.	103	23.36	11	8.15	5	3.31	87	56.13
Middle Tenn.	120	27.21	10	7.41	109	72.19	1	.65
Out-Of-State	19	4.31	13	9.63	1	.66	5	3.23
Undecided	147	33.33	61	45.19	28	18.54	58	37.42
Total	441	100.00	135	30.61	151	34.24	155	35.15

*Chi-square = 365.84; df = 8; P $<$ .001

TABLE 44

COMPARISON OF SOURCE OF FUNDS FOR EDUCATION AND VOCATIONAL-TECHNICAL SCHOOL

Source of Funds	Total Sample		Memphis Area* Voc-Tech		Nashville Area* Voc-Tech		Knoxville Area* Voc-Tech	
	N	%	N	%	N	%	N	%
Full-Time Job	53	12.90	20	16.00	19	14.18	14	9.21
Part-Time Job	83	20.19	23	18.40	28	20.90	32	21.05
Family/ Relatives	114	27.74	44	35.20	40	29.85	30	19.74
Veterans' Benefits	90	21.90	13	10.40	20	14.93	57	37.50
Vocational Rehabilitation	71	17.27	25	20.00	27	20.15	17	12.50
Total	411	100.00	125	30.41	134	32.60	152	36.98

*Chi-square = 39.83; df = 8; $P < .001$

TABLE 45

ANALYSIS OF VARIANCE OF DATA COMPARING QUALIFICATION FOR PROGRAM AND SOURCE OF FUNDS FOR EDUCATION

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	1.923	4	.481	1.613*	.1700
Within Groups	221.583	408	.298		

* $P > .05$

The family income as shown in Table 46 indicates that 144 or 32.5% of the families receive income of more than $12,000 per year. It is noted that 128, or 29% of the families have incomes of less than $5,000 per year. When family income is compared with the vocational technical school by analysis of the variation the F-value was 1.731 and was not significant (Table 47). When family income was compared with marital status the F-value was 6.831, and was significant at the .01 level of confidence.

The chi-square value of 12.74 with 8 degrees of freedom shown in Table 49, compares family income and area vocational school. The chi-square value was not significant at the .05 level of confidence. When source of funds for education was compared by racial group (Table 50), the chi-square value was 32.10 with 8 degrees of freedom and was significant at the .01 level of confidence.

TABLE 46

FAMILY INCOME OF SUBJECTS

Family Income	N	%
Less than $2,000	37	8.4
$2,000 - $5,000	91	20.5
$5,000 - $7,000	66	14.9
$7,000 - $12,000	82	18.5
More than $12,000	144	32.5
Other	23	5.2
Total	443	100.0

TABLE 47

ANALYSIS OF VARIANCE FOR DATA COMPARING SUBJECTS' APPROXIMATE FAMILY INCOME AND NAME OF VOCATIONAL SCHOOL

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	6.523	2	3.262	1.731	.1784
Within Groups	781.975	415	1.884		

TABLE 48

ANALYSIS OF VARIANCE OF DATA COMPARING SUBJECTS' APPROXIMATE FAMILY INCOME AND PRESENT MARITAL STATUS

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	48.960	4	12.240	6.831*	.0000
Within Groups	741.775	414	1.792		

* $P < .001$

TABLE 49

VOCATIONAL-TECHNICAL SCHOOL AND APPROXIMATE INCOME OF FAMILY

Name of Voc-Tech School	Total Sample		Less Than $2,000*		$2,000 to $5,000*		$5,000 to $7,000*		$7,000 to $12,000*		More Than $12,000*	
	N	%	N	%	N	%	N	%	N	%	N	%
Memphis Area Voc-Tech	122	29.19	17	47.22	26	28.89	18	27.27	21	25.61	40	27.78
Nashville Area Voc-Tech	144	34.45	9	25.00	37	41.11	19	28.79	34	41.46	45	31.25
Knoxville Area Voc-Tech	152	36.36	10	27.78	27	30.00	29	43.94	27	32.93	59	40.97
Total	418	100.00	36	6.61	90	21.53	66	15.79	82	19.62	144	34.45

* Chi-square = 12.74; df = 8; P > .05

TABLE 50

COMPARISON OF SUBJECTS' SOURCE OF FUNDS FOR EDUCATION AND DIFFERENT RACIAL GROUP

Source of Funds	Total Sample		Caucasian*		Black*		Other*	
	N	%	N	%	N	%	N	%
Full-Time Job	51	12.56	23	8.61	20	18.52	8	25.81
Part-Time Job	84	20.69	59	22.10	21	19.44	4	12.90
Family/ Relative	112	27.59	81	30.34	28	25.93	3	9.68
Veterans' Benefits	90	22.17	70	26.22	14	12.96	6	19.35
Vocational Rehabilitation	69	17.00	34	12.73	25	23.15	10	32.26
Total	406	100.00	267	65.76	108	26.60	31	7.64

Table 51 shows the employment status of students while in high school. One hundred seventeen or 26.45% of the students were never employed, and 2, or .5% of the students did not respond to the question.

Table 52 shows that 61 or 45.19% of the students from the Memphis area school were never employed while only 34, or 22.08% of the students from the Knoxville school were never employed. One hundred seventeen, or 26.65% of the total group were employed sometimes, and 148, or 33.71% were never employed. The chi-square value for comparing employment in high school and area school was 22.13 with 8 degrees of freedom and was significant at the .01 level of confidence. Analysis of variance for comparing the students' employment in high school and the area vocational school yielded an F-ratio of 5.887 and was significant at the .01 level of confidence (Table 53). Table 54 shows that the F-value of .483 for comparing employment in high school and marital status was not significant at the .05 level of confidence.

TABLE 51

EXTENT OF EMPLOYMENT OF STUDENT WHILE IN HIGH SCHOOL

Student Employment While in High School	N	%
Always	75	16.9
Usually	56	12.6
Sometimes	117	26.4
Infrequently	44	9.9
Never	149	33.6
No response	2	.5
Total	443	100.0

TABLE 52

COMPARISON OF SUBJECTS' EMPLOYMENT IN HIGH SCHOOL AND VOCATIONAL-TECHNICAL SCHOOL

Employment	Total Sample N	Total Sample %	Memphis Area* Voc-Tech N	Memphis Area* Voc-Tech %	Nashville Area* Voc-Tech N	Nashville Area* Voc-Tech %	Knoxville Area* Voc-Tech N	Knoxville Area* Voc-Tech %
Always	75	17.08	22	16.30	20	13.33	33	21.43
Usually	55	12.53	13	9.63	18	12.00	24	15.58
Sometimes	117	26.65	29	21.48	46	30.67	42	27.27
Infrequently	44	10.02	10	7.41	13	8.67	21	13.64
Never	148	33.71	61	45.19	53	35.33	34	22.08
Total	439	100.00	135	30.75	150	34.17	154	34.08

* Chi-square = 22.13; df - 8; P $<$.001

TABLE 53

ANALYSIS OF VARIANCE FOR DATA COMPARING STUDENTS' EMPLOYMENT IN HIGH SCHOOL AND NAME OF VOCATIONAL-TECHNICAL SCHOOL

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	24.965	2	12.483	5.887*	.0030
Within Groups	924.520	436	2.120		

* P $<$.01

TABLE 54

ANALYSIS OF VARIANCE OF DATA COMPARING SUBJECTS' EMPLOYMENT IN HIGH SCHOOL AND PRESENT MARITAL STATUS

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	4.209	4	1.052	.483	.7481
Within Groups	946.984	435	2.177		

Perceived Opportunities

Students were asked to indicate their future place of residence upon completion of the course of training. Results are reported in Table 55. Fifty-two or 11.7% of the students indicated that they plan to reside in West Tennessee; 104, or 23.5%, indicated East Tennessee; 120, or 27.1%, indicated Middle Tennessee; 19 or 4.3% indicated out-of-state, and 148, or 33.4%, were undecided.

Table 56 shows the length of program for which the students were enrolled. Forty-four, or 9.9%, were enrolled in programs for six months or less; 150, or 33.9%, were enrolled in programs for 12 months; 16, or 3.6%, were enrolled in programs for 16 months; 155, or 35%, were enrolled in programs for 18 months, and 78, or 17.6%, were enrolled in programs for over 20 months. Table 57 shows that 149 or 33.7% of the total group was enrolled for 12 months and 155, or 35.15%, were enrolled for 15 months. It can be observed from the data that 88 or 65.19% of the students from Memphis were enrolled for 12 months, while only 23 or 15.23% of the students from the Nashville area were enrolled for 12 months. The contingency coefficient for length of training period and area vocational school yielded a chi-square of 173.12 with 8 degrees of freedom and was significant at the .01 level of confidence.

TABLE 55

FUTURE PLACE OF RESIDENCE OF SUBJECTS

Future Place of Residence	N	%
West Tennessee	52	11.7
East Tennessee	104	23.5
Middle Tennessee	120	27.1
Out-of-state	19	4.3
Undecided	148	33.4
Total	443	100.0

TABLE 56

TENURE OF PROGRAM IN WHICH SUBJECTS WERE ENROLLED

Number of Months Enrolled	N	%
Under 6 Months	44	9.9
12 Months	150	33.9
16 Months	16	3.6
18 Months	155	35.0
Over 20 Months	78	17.6
Total	443	100.0

TABLE 57

COMPARISON OF LENGTH OF VOCATIONAL-TECHNICAL PROGRAM AND AREA VOCATIONAL-TECHNICAL SCHOOL

Length of Program	Total Sample		Memphis Area* Voc-Tech		Nashville Area* Voc-Tech		Knoxville Area* Voc-Tech	
	N	%	N	%	N	%	N	%
Under 6 Months	44	9.98	5	3.70	38	25.17	1	.65
12 Months	149	33.79	88	65.19	23	15.23	38	24.52
16 Months	16	3.63	0	.00	15	9.93	1	.65
18 Months	155	35.15	36	26.67	52	34.44	67	43.23
Over 20 Months	77	17.46	6	4.44	23	15.23	48	30.97
Total	441	100.00	135	30.61	151	34.24	155	35.15

The F-value for length of training program and marital status was 2.977 and was significant at the .05 level of confidence.(Table 58). The F-value for length of training program and area vocational school was 34.022 and was significant at the .01 level of confidence as was the chi-square value (Table 59).

Subjects were asked to rate their qualifications for the program in which they were enrolled. Results are reported in Table 60. It can be seen that students felt they were prepared for the program. One hundred seventeen, or 26.4%, felt they were average; 11 or 2.5% were below average and 4, or .9%, indicated that they were poor or very poor (Table 60).

The F-value for analysis of variance comparing students' qualification for the program and the area vocational school was 1.045, and was not significant (Table 61).

The contingency table comparing qualification for the program and age of student yielded a chi-square of 15.16 with 16 degrees of freedom and was not significant (Table 62). However, the contingency table comparing qualification for the program and race yielded a chi-square of 19.53 with 8 degrees of freedom and was significant at the .01 level of confidence (Table 63). When qualification for the program and race were compared by analysis of variance, there was obtained an F-ratio of 1.822 and was not significant (Table 64).

TABLE 58

ANALYSIS OF VARIANCE OF DATA COMPARING STUDENTS' LENGTH OF VOCATIONAL-TECHNICAL PROGRAM AND STUDENTS' PRESENT MARITAL STATUS

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	20.627	4	5.157	2.977*	.0191
Within Groups	756.068	437	1.732		

* P < .05

TABLE 59

ANALYSIS OF VARIANCE FOR DATA COMPARING SUBJECTS' LENGTH OF VOCATIONAL-TECHNICAL PROGRAM WITH VOCATIONAL-TECHNICAL SCHOOL

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	104.376	2	52.188	34.022*	.0000
Within Groups	671.868	438	1.534		

* P < .001

Table 65 shows a contingency table comparing qualification for the program and family income. The chi-square of 23.42 with 16 degrees of freedom was not significant (Table 65). Table 66 shows the F-ratio for comparing the variation of qualification for the program and preference for selecting another school. The F-value of .414 is not significant.

Subjects were asked if they would choose to study at a vocational-technical school if there was no school in their area. Results reported in Table 67 show that 320 or 72.2% would seek vocational education; 118, or 26.6%, would not, and 5, or 1.1%, gave no response.

TABLE 60

SUBJECT'S PERCEPTION OF HIS QUALIFICATION FOR THE PROGRAM

Qualification of Student	N	%
Above average	117	26.4
Average	309	69.8
Below Average	11	2.5
Poor	3	.7
Very Poor	1	.2
No Response	2	.5
Total	443	100.0

TABLE 61

ANALYSIS OF VARIANCE FOR DATA COMPARING STUDENTS' QUALIFICATION FOR PROGRAM AND NAME OF VOCATIONAL-TECHNICAL SCHOOL

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	.606	2	.303	1.045	.3524
Within Groups	126.401	436	.290		

TABLE 62

COMPARISON OF QUALIFICATION FOR PROGRAM AND AGE OF STUDENT

Students' Qualification For Program	Total Sample N	Total Sample %	Age 17-20 N	Age 17-20 %	Age 21-25 N	Age 21-25 %	Age 26-30 N	Age 26-30 %	Age 31-35 N	Age 31-35 %	Over 35 N	Over 35 %
Above Average	116	26.48	34	24.29	27	25.23	22	30.14	8	22.86	23	30.26
Average	307	70.09	104	74.15	73	68.22	48	65.75	27	77.14	50	65.79
Below Average	11	2.51	2	1.36	5	4.67	2	2.74	0	.00	2	2.63
Poor	3	.68	0	.00	2	1.87	1	1.37	0	.00	0	.00
Very Poor	1	.23	0	.00	0	.00	0	.00	0	.00	1	1.32
Total	438	100.00	147	33.56	107	24.43	73	16.67	35	7.99	76	17.35

TABLE 63

COMPARISON OF QUALIFICATION FOR PROGRAM AND DIFFERENT RACIAL GROUP

Qualification For Program	Total Sample N	Total Sample %	Caucasian* N	Caucasian* %	Black* N	Black* %	Other* N	Other* %
Above Average	115	26.50	80	28.67	25	20.83	10	28.57
Average	304	70.05	191	68.46	92	76.67	21	60.00
Below Average	11	2.53	6	2.15	3	2.50	2	5.71
Poor	3	.69	2	.72	0	.00	1	2.86
Very Poor	1	.23	0	.00	0	.00	1	2.86
Total	434	100.00	279	64.29	120	27.65	35	8.06

* Chi-square = 19.53; df = 8; $P < .05$

TABLE 64

ANALYSIS OF VARIANCE OF DATA COMPARING RACE OF STUDENT AND QUALIFICATION FOR THE PROGRAM

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	1.058	2	.529	1.822	.163
Within Groups	125.147	431	.290		

TABLE 65

STUDENTS' QUALIFICATION FOR PROGRAM IN VOCATIONAL-TECHNICAL EDUCATION AND APPROXIMATE FAMILY INCOME

Qualification	Total Sample		$2,000 or Less*		$2,000 to $5,000*		$5,000 to $7,500*		$7,500 to $12,000*		More than $12,000*	
	N	%	N	%	N	%	N	%	N	%	N	%
Above Average	115	27.38	5	13.51	23	25.27	14	21.21	20	24.39	53	36.81
Average	290	69.05	30	81.08	65	71.43	49	74.24	61	74.39	85	59.03
Below Average	11	2.62	2	5.41	3	3.30	1	1.52	0	.00	5	3.47
Poor	3	.71	0	.00	0	.00	1	1.52	1	1.22	1	.69
Very Poor	1	.24	0	.00	0	.00	1	1.52	0	.00	0	.00
Total	420	100.00	37	8.81	91	21.67	66	15.71	82	19.52	144	34.29

* Chi-square = 23.42; df = 16; $P < .05$

TABLE 66

ANALYSIS OF VARIANCE OF DATA COMPARING SUBJECTS' QUALIFICATION FOR PROGRAM AND PREFERENCES FOR SELECTING ANOTHER SCHOOL

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	.120	1	.120	.414	.5205
Within Groups	126.180	434	.291		

TABLE 67

PREFERENCES OF STUDENTS TO SEEK AN EDUCATION IF THERE WERE NO VOCATIONAL-TECHNICAL PROGRAMS LOCATED IN THE AREA

Would Seek An Education At This Time	N	%
Yes	320	72.3
No	118	26.6
No Response	5	1.1
Total	443	100.0

Subjects were asked if they preferred enrolling in a school other than the one enrolled in. Results in Table 68 show that 94, or 21.2%, would have preferred another school; 344, or 77.7%, would not have preferred another school, and 5, or 1.1%, did not respond.

The contingency table comparing area vocational school and another choice shows that 318, or 72.94%, of the students indicated they would have selected another school, and 118, or 27.06%, indicated that they would not select another school.(Table 69). The chi-square value was 12.14 with 2 degrees of freedom and was significant at the .05 level of confidence.

When family income was compared with preference for selecting another school the F-value was 1.286 and was not significant (Table 70). Preference for another school and racial comparison yielded a chi-square of 8.31 with 2 degrees of freedom and was significant at the .01 level of confidence (Table 71).

Subjects were asked what influenced them to select the particular school. Results are reported in Table 72. It is seen that 61, or 13.8%, of the students were influenced by parents or guardians; 46, or 10.4%, were influenced by other relatives; 47, or 10.6%, were influenced by teacher/counselor; 63, or 14.2%, were influenced by a friend; 223, or 50.3%, were influenced by no special person; and 3, or .7%, did not respond. The chi-square value for comparing selection and race was 4.35, with 8 degrees of freedom and was not significant (Table 73).

TABLE 68

PREFERENCE FOR SCHOOL OTHER THAN THE ONE CURRENTLY ENROLLED

Preferred School Selected	N	%
Yes	94	21.2
No	344	77.7
No Response	5	1.1
Total	443	100.0

TABLE 69

COMPARISON OF SELECTION OF ANOTHER SCHOOL AND CHOSEN VOCATIONAL-TECHNICAL SCHOOL

Choice Selection of Another School	Total Sample		Memphis Area* Voc-Tech		Nashville Area* Voc-Tech		Knoxville Area* Voc-Tech	
	N	%	N	%	N	%	N	%
Yes	318	72.94	113	83.70	97	65.99	108	70.13
No	118	27.06	22	16.30	50	34.01	45	29.87
Total	436	100.00	135	30.96	147	33.72	154	35.32

* Chi-square = 12.14; df = 2; $P < .05$

TABLE 70

ANALYSIS OF VARIANCE OF DATA COMPARING STUDENTS' APPROXIMATE FAMILY INCOME AND PREFERENCES FOR SELECTING ANOTHER SCHOOL

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	2.439	1	2.439	1.286*	.2574
Within Groups	783.310	413	1.897		

* $P < .05$

TABLE 71

COMPARISON OF PREFERENCES FOR ANOTHER SCHOOL BY DIFFERENT RACIAL GROUPS

Preferences of Another School	Total Sample		Caucasian*		Black*		Other*	
	N	%	N	%	N	%	N	%
Yes	94	21.76	50	17.92	31	26.50	13	36.11
No	338	78.24	229	82.08	86	73.50	23	63.89
Total	432	100.00	279	64.58	117	27.08	36	8.33

* Chi-square = 8.31; df = 2; $P < .01$

TABLE 72

SOURCE OF INFLUENCE IN THE SELECTION OF THE VOCATIONAL-TECHNICAL SCHOOL

Source of Influence	N	%
Parents/Guardian	61	13.8
Other Relatives	46	10.4
Teacher/Counselor	47	10.6
Friend	63	14.2
No Special Person	223	50.3
Total	443	100.0

TABLE 73

COMPARISON OF SUBJECTS' MAJOR INFLUENCE OVER SELECTION OF SCHOOL AND DIFFERENT RACIAL GROUP

Major Influence Over Selection Of School	Total Sample		Caucasian		Black		Other	
	N	%	N	%	N	%	N	%
Parent/Guardian	60	13.86	41	14.70	17	14.41	2	5.56
Other Relatives	45	10.39	30	10.75	12	10.17	3	8.33
Teacher/Counselor	46	10.62	29	10.39	13	11.02	4	11.11
Friend	62	14.32	43	15.41	15	12.71	4	11.11
No Special Person	220	50.81	136	48.75	61	51.69	23	63.89
Total	433	100.00	279	64.43	118	27.25	36	8.31

Assessment of the Program

In order to better understand how the students perceived their opportunities would be after enrolled in the area vocational-technical school, a question was designed for that purpose. Responses are shown in Table 74. Seventy-nine, or 17.8%, felt their opportunity would be somewhat better; 162, or 36.6%, felt that their opportunity would be better; 155, or 35%, felt it would be about as expected; 30, or 6.8%, thought it would be poorer, and 14, or 3.2%, felt it would be poor.

Table 75 shows the results of rating given the schools by the subjects. One hundred sixty-three, or 36.8%, felt that it was one of the best; 113, or 25.5%, felt that it was above average; 121, or 27.3%, felt that it was about average; 32, or 7.2%, rated the school below average, and 10, or 2.3%, rated the school as poor.

When opinion of the school was compared by a contingency table with the different area vocational schools, it was found that 163, or 37.3%, rated the school as one of the best; whereas, 32, or 7.32%, rated the schools as below average. The chi-square value for this comparison was 23.79, with 8 degrees of freedom and was significant at the .05 level of confidence (Table 76). Also, the F-value for comparing opinion of the vocational-technical school and name of school yielded an F-value of 9.22, and was significant at the .01 level of confidence (Table 77). The F-value for comparing opinion of the school and marital status was .537 and was not significant (Table 78).

TABLE 74

SUBJECTS' PERCEIVED EXPECTATIONS AND CHOICE OF PROGRAM SELECTION

Opportunities as a Result of Vocational-Technical School	N	%
Somewhat Better	79	17.8
Better	162	36.6
About as Expected	155	35.0
Somewhat Poorer	30	6.8
No Response	3	.7
Poor	14	3.2
Total	443	100.0

TABLE 75

STUDENTS' OPINION OF VOCATIONAL-TECHNICAL SCHOOL

Student's Opinion of His/Her Vocational-Technical School	N	%
One of the Best	163	36.8
Above Average	113	25.5
About Average	121	27.3
Below Average	32	7.2
Poor	10	2.3
No Response	4	.9
Total	443	100.0

TABLE 76

COMPARISON OF SUBJECTS' OPINION OF VOCATIONAL-TECHNICAL SCHOOL AND NAME OF VOCATIONAL-TECHNICAL SCHOOL

Opinion	Total Sample		Memphis Area* Voc-Tech		Nashville Area* Voc-Tech		Knoxville Area* Voc-Tech	
	N	%	N	%	N	%	N	%
One of the Best	163	37.30	60	44.44	58	39.46	45	29.03
Above Average	113	25.86	35	25.93	40	27.21	38	24.52
About Average	119	27.23	33	24.44	42	28.57	44	28.39
Below Average	32	7.32	6	4.44	5	3.40	21	13.55
Poor	10	2.29	1	.74	2	1.36	7	4.52
Total	437	100.00	135	30.89	147	33.64	155	35.47

* Chi-square = 23.79; $P < .05$

TABLE 77

ANALYSIS OF VARIANCE OF DATA COMPARING SUBJECTS' OPINION OF VOCATIONAL-TECHNICAL SCHOOL AND NAME OF VOCATIONAL-TECHNICAL SCHOOL

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	20.146	2	10.073	9.220*	.0001
Within Groups	471.133	434	1.092		

* $P < .001$

TABLE 78

ANALYSIS OF VARIANCE OF DATA COMPARING OPINION OF VOCATIONAL-TECHNICAL SCHOOL AND THE PRESENT MARITAL STATUS

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	2.440	4	.610	.537*	.7088
Within Groups	492.146	433	1.137		

* $P < .05$

When opinion of the vocational school was composed with source of funds for education, the F-value was 1.573 and was not significant (Table 79). Also, when opinion of the area vocational school and age of students were compared, the chi-square value was 19.64 with 16 degrees of freedom and was not significant (Table 80). The students' opinion of the area vocational school and family income yielded a chi-square of 19.62 with 16 degrees of freedom and was not significant (Table 81). The chi-square value of 17.56 with 16 degrees of freedom (Table 82) comparing area vocational school and dependency for income was not significant. There was no significant difference between opinion of the area vocational school and what influenced the student to select the school (Table 83).

When opinion of the school and preference for another school were compared by means of chi-square the result was a chi-square value of 43.19 with four degrees of freedom which was significant at the .01 level of confidence (Table 84). Also, the F-value for comparing opinion of the school and preference for selecting another school was significant at the .01 level of confidence (Table 85). Opinion of the school and selection of another school yielded an F-value of .197 and was not significant (Table 86). Analysis of the variance between race and opinion of the area vocational school yielded an F-value of 4.513 and was significant at the .01 level of confidence (Table 87). The chi-square of 17.64 with 16 degrees of freedom comparing opinion of the school and source of funds for education was not significant (Table 88). On the other hand, opinion of the school and factors influencing the selection of the school (Table 89) when compared with the F-test was significant. The contingency table (Table 90) comparing opinion of the area vocational school and qualification for the program yielded an insignificant chi-square value.

TABLE 79

ANALYSIS OF VARIANCE OF DATA COMPARING OPINION OF VOCATIONAL-TECHNICAL SCHOOL AND SOURCE OF FUNDS FOR EDUCATION

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	7.171	4	1.793	1.573*	.1807
Within Groups	460.516	404	1.140		

* $P < .05$

TABLE 80

COMPARISON OF STUDENTS' OPINION OF VOCATIONAL-TECHNICAL SCHOOL AND AGE OF STUDENT

Student's Opinion	Total Sample N	Total Sample %	Age 17-20 N	Age 17-20 %	Age 21-25 N	Age 21-25 %	Age 26-30 N	Age 26-30 %	Age 31-35 N	Age 31-35 %	Over 35 N	Over 35 %
One of the Best	162	37.16	47	31.97	42	39.62	23	31.08	14	40.00	36	48.65
Above Average	113	25.92	42	28.57	26	24.52	20	27.03	9	25.71	16	21.62
About Average	119	27.29	47	31.97	26	24.53	21	28.38	7	20.00	18	24.32
Below Average	32	7.34	9	6.12	8	7.55	10	13.51	3	8.57	2	2.70
Poor	10	2.25	2	1.36	4	3.77	0	.00	2	5.71	2	2.70
Total	436	100.00	147	33.72	106	24.31	74	16.97	35	8.03	74	16.97

TABLE 81

STUDENTS' OPINION OF VOCATIONAL-TECHNICAL SCHOOL PROGRAM AND APPROXIMATE FAMILY INCOME

Students' Opinion of Program	Total Sample		Less than $2,000		$2,000 to $5,000		$5,000 to $7,500		$7,500 to $12,000		More than $12,000	
	N	%	N	%	N	%	N	%	N	%	N	%
One of Best	159	38.22	16	43.24	40	44.44	14	25.00	39	47.56	48	33.57
Above Average	104	25.00	5	13.51	21	23.33	20	31.25	19	23.17	39	27.27
About Average	113	27.16	12	32.43	24	26.67	19	29.69	16	19.51	42	29.37
Below Average	31	7.45	2	5.41	3	3.33	8	12.50	7	8.54	11	7.69
Poor	9	2.16	2	5.41	2	2.22	1	1.56	1	1.22	3	2.10
Total	416	100.00	37	8.89	90	21.63	64	15.38	82	19.71	143	34.38

TABLE 82

STUDENT'S OPINION OF VOCATIONAL-TECHNICAL SCHOOL AND WHO FAMILY DEPENDS ON FOR INCOME

Student's Opinion	Total Sample		Yourself*		Both Parents*		Father Only*		Mother Only*		Spouse*	
	N	%	N	%	N	%	N	%	N	%	N	%
One of Best	161	37.10	63	36.21	35	38.04	17	27.42	21	36.84	25	51.02
Above Average	112	25.81	45	25.86	24	26.09	21	33.87	14	24.56	8	16.33
About Average	119	27.42	43	24.71	29	31.52	16	25.81	18	31.58	13	26.53
Below Average	32	7.37	16	9.20	4	4.35	6	9.68	3	5.26	3	6.12
Poor	10	2.30	7	4.02	0	.00	2	3.23	1	1.75	0	.00
Total	434	100.00	174	40.09	92	21.20	62	14.29	57	13.13	49	11.29

* Chi-square = 17.56; df = 16; $P > .05$

TABLE 83

STUDENTS' OPINION OF VOCATIONAL-TECHNICAL SCHOOL AND INFLUENCE OVER SELECTING THIS SCHOOL

Student's Opinion	Total Sample		Parent/ Guardian*		Relative*		Teacher/ Counselor*		Friend*		No Special Person*	
	N	%	N	%	N	%	N	%	N	%	N	%
One of Best	160	36.70	25	41.67	18	40.00	16	34.78	23	36.51	78	35.14
Above Average	113	25.92	18	30.00	9	20.00	18	39.13	18	28.57	50	22.52
About Average	121	27.75	13	21.67	15	33.33	9	19.57	17	26.98	67	30.18
Below Average	32	7.34	3	5.00	3	6.67	2	4.35	3	4.76	21	9.46
Poor	10	2.25	1	1.67	0	.00	1	2.17	2	3.17	6	2.70
Total	436	100.00	60	13.76	45	10.32	46	10.55	63	14.45	222	50.92

* Chi-square = 13.36; df = 16; P [illegible] .05

TABLE 84

STUDENTS' OPINION OF VOCATIONAL-TECHNICAL SCHOOL AND PREFERENCE FOR ANOTHER SCHOOL

Opinion of School	Total Sample N	Total Sample %	Yes* N	Yes* %	No* N	No* %
One of the Best	161	37.01	14	14.89	147	43.11
Above Average	113	25.98	24	25.53	89	26.10
About Average	119	27.36	34	36.17	85	24.93
Below Average	32	7.36	16	17.02	16	4.69
Poor	10	2.30	6	6.38	4	1.17
Total	435	100.00	94	21.61	341	78.39

* Chi-square = 43.19; df - 4; $P < .001$

TABLE 85

ANALYSIS OF VARIANCE OF DATA COMPARING STUDENTS' OPINION OF VOCATIONAL-TECHNICAL SCHOOL AND PREFERENCES FOR SELECTING ANOTHER SCHOOL

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	46.962	1	46.862	45.606*	.0000
Within Groups	444.922	433	1.028		

* $P < .001$

TABLE 86

ANALYSIS OF VARIANCE OF DATA COMPARING STUDENTS' OPINION OF VOCATIONAL-TECHNICAL SCHOOL AND SELECTION OF ANOTHER SCHOOL

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	.225	1	.225	.197	.6575
Within Groups	492.782	432	1.141		

TABLE 87

ANALYSIS OF VARIANCE FOR DATA COMPARING RACE AND OPINION OF VOCATIONAL-TECHNICAL SCHOOL

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	10.072	2	5.036	4.513*	.011
Within Groups	478.669	429	1.111		

* $P < .05$

TABLE 88

SUBJECTS' OPINION OF VOCATIONAL-TECHNICAL SCHOOL AND SOURCE OF FUNDS FOR EDUCATION

Source of Funds	Total Sample		Full-Time Job		Part-Time Job		Family/ Relative		Veterans' Benefits		Vocational Rehabilitation	
	N	%	N	%	N	%	N	%	N	%	N	%
One of Best	155	37.90	21	40.38	26	31.71	42	36.52	33	36.67	33	47.14
Above Average	107	26.16	12	23.08	25	30.49	29	25.22	22	24.44	19	27.14
About Average	107	26.16	14	26.92	17	20.73	37	32.17	24	26.67	15	21.49
Below Average	30	7.33	3	5.77	12	14.63	5	4.35	8	8.89	2	2.86
Poor	10	2.44	2	3.85	2	2.44	2	1.74	3	3.33	1	1.43
Total	409	100.00	52	12.71	82	20.05	115	28.12	90	22.00	70	17.11

* Chi-square = 17.64; df = 16; $P > .05$

TABLE 89

ANALYSIS OF VARIANCE OF DATA COMPARING STUDENTS' OPINION OF VOCATIONAL-TECHNICAL SCHOOL AND FACTORS IN SELECTING THIS SCHOOL

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	14.807	4	3.702	3.370*	.0099
Within Groups	472.329	430	1.098		

* $P < .01$

TABLE 90

STUDENTS' OPINION OF VOCATIONAL-TECHNICAL SCHOOL AND QUALIFICATION FOR PROGRAM

Students' Opinion Of Program	Total Sample		Above Average		Below Average		Average		Poor	
	N	%	N	%	N	%	N	%	N	%
One of Best	163	37.30	43	36.75	117	38.11	3	30.00	0	.00
Above Average	113	25.86	32	27.35	79	25.73	2	20.00	0	.00
About Average	119	27.23	30	25.64	85	27.69	2	20.00	2	66.67
Below Average	32	7.32	10	8.55	19	6.19	2	20.00	1	33.33
Poor	10	2.29	2	1.71	7	2.28	1	10.00	0	.00
Total	437	100.00	117	26.77	307	70.25	10	2.29	3	.69

Reasons given for enrolling in the area vocational school are reported in Table 91. One hundred eighty-six, or 42% of the students enrolled out of self-interest; 30, or 6.8%, enrolled because of someone else in the field; 62, or 14%, couldn't decide; 92, or 20.8%, enrolled on someone's advice; and 69, or 15.6%, felt qualified.

The reason given for enrolling in the area vocational school when compared with race shows that 183, or 42.36%, of the total group enrolled because of someone in the field. Thirty-five, or 12.59%, of the caucasians couldn't decide, while 8, or 23.53%, of the other race couldn't decide (Table 92).

The contingency table (Table 93), comparing reasons for enrolling in the program and age, yielded a chi-square of 13.35 with 16 degrees of freedom and was not significant. Also, reasons given for enrolling in the area vocational school, when compared with the area vocational school, the chi-square value was 10.65 with 8 degrees of freedom and was not significant (Table 94). Table 95 is a comparison by contingency coefficient for the reasons for enrolling in the vocational area schools, and the source of funds for education. The chi-square value was 20.03 with 16 degrees of freedom and was not significant. There was no significant difference, when compared by chi-square, among program enrolled in and family income (Table 96).

TABLE 91

REASONS FOR ENROLLING IN CHOSEN PROGRAM

Students' Reasons For Enrolling in Program	N	%
Self-Interest	186	42.0
Someone in Field	30	6.8
Couldn't Decide	62	14.0
Someone's Advice	92	20.8
Felt Qualified	69	15.6
Total	443	100.0

TABLE 92

COMPARISON OF REASONS FOR ENROLLING IN PROGRAM AND RACIAL GROUP

Why Enrolled In Program	Total Sample		Caucasian*		Black*		Other*	
	N	%	N	%	N	%	N	%
Self-Interest	183	42.36	113	40.65	56	46.67	14	41.18
Someone in Field	30	6.94	25	8.99	4	3.33	1	2.94
Couldn't Decide	60	13.89	35	12.59	17	14.17	8	23.53
Someone's Advice	91	21.06	72	25.90	14	11.67	5	14.71
Felt Qualified	68	15.74	33	11.87	29	24.17	6	17.65
Total	432	100.00	278	64.35	120	27.78	34	7.87

* Chi-square = 24.97; df = 8; $P < .001$

TABLE 93

COMPARISON OF REASONS FOR ENROLLING IN PROGRAM AND AGE OF STUDENTS

Reason for Enrolling In Program	Total Sample		Age 17 - 20*		Age 21 - 25*		Age 26 - 30*		Age 31 - 35*		Over 35*	
	N	%	N	%	N	%	N	%	N	%	N	%
Self-Interest	185	42.43	65	44.22	46	42.99	28	38.89	13	37.14	33	44.00
Someone in Field	28	6.42	12	8.16	6	5.61	2	2.78	1	2.86	7	9.33
Couldn't Decide	62	14.22	18	12.24	17	15.89	12	16.67	5	14.29	10	13.33
Someone's Advice	92	21.10	36	24.49	22	20.56	16	22.22	7	20.00	11	14.67
Felt Qualified	69	15.83	16	10.88	16	14.95	14	19.44	9	25.71	14	18.67
Total	436	100.00	147	33.72	107	24.54	72	16.51	35	8.03	75	17.20

* Chi-square = 13.35; df = 16; P > .05

TABLE 94

COMPARISON OF REASONS FOR ENROLLING IN PROGRAM AND NAME OF STUDENTS' VOCATIONAL-TECHNICAL SCHOOL

Reasons for Enrolling	Total Sample N	Total Sample %	Memphis Area Vo-Tech N	Memphis Area Vo-Tech %	Nashville Area Voc-Tech N	Nashville Area Voc-Tech %	Knoxville Area Voc-Tech N	Knoxville Area Voc-Tech %
Self-Interest	186	42.56	55	40.74	67	45.27	64	41.56
Someone in Field	30	6.86	8	5.93	6	4.05	16	10.39
Couldn't Decide	60	13.73	22	16.30	20	13.51	18	11.69
Someone's Advice	92	21.05	24	17.78	30	20.27	38	24.68
Felt Qualified	69	15.79	26	19.26	25	16.89	18	11.69
Total	437	100.00	135	30.89	148	33.87	154	35.24

TABLE 95

SUBJECTS' REASONS FOR ENROLLING IN PROGRAM AND SOURCE OF FUNDS FOR EDUCATIONAL PROGRAM

Reasons For Enrolling	Total Sample		Full-Time Job		Part-Time Job		Family/ Relatives		Veterans' Benefits		Vocational Rehabilitation	
	N	%	N	%	N	%	N	%	N	%	N	%
Self-Interest	174	42.44	21	40.38	40	48.19	45	39.13	40	44.94	28	39.44
Someone in Field	29	7.07	3	5.77	6	7.23	14	12.17	5	5.62	1	1.41
Couldn't Decide	55	13.41	6	11.54	11	13.25	17	14.78	12	13.48	9	12.68
Someone's Advice	86	20.98	8	15.38	16	19.28	26	22.61	20	22.47	16	22.54
Felt Qualified	66	16.10	14	26.92	10	12.05	13	11.30	12	13.48	17	23.94
Total	410	100.00	52	12.68	83	20.24	115	28.05	89	21.71	71	71.32

TABLE 96

SUBJECTS' REASONS FOR ENROLLING IN VOCATIONAL-TECHNICAL SCHOOL PROGRAM AND APPROXIMATE FAMILY INCOME

Reason For Enrolling	Total Sample		Less Than $2,000		$2,000 to $5,000		$5,000 to $7,500		$7,500 to $12,000		More Than $12,000	
	N	%	N	%	N	%	N	%	N	%	N	%
Self-Interest	181	43.30	15	40.54	40	43.96	29	44.62	35	42.68	62	43.36
Someone in Field	29	6.94	3	8.11	4	4.40	5	7.69	5	6.10	12	8.39
Couldn't Decide	56	13.40	6	16.22	16	17.58	5	7.69	11	13.41	18	12.59
Someone's Advice	87	20.81	5	13.51	14	15.38	11	16.92	17	20.73	40	27.97
Felt Qualified	65	15.55	8	21.62	17	18.68	15	23.08	14	17.07	11	7.69
Total	418	100.00	37	8.85	91	21.77	65	15.55	82	19.62	143	34.21

Table 97 shows what factors influenced the students in the selection of a particular vocational school. One hundred ten, or 24.8%, selected the school because of low cost; 63, or 14.2%, selected the school because it was close to home; 194, or 43.8%, selected the school because of an interesting program; 8, or 1.8%, selected the school because of a friendly environment; 63, or 14.2%, selected the school because of a short term, and 5, or 1.1%, did not respond.

There is reported in Table 98, the contingency coefficients comparing factors influencing the selection of the area vocational school and the name of the school. One hundred ninety-three, or 44.27%, of the total group selected the particular school because of the interesting program; while only 8, or 1.83%, selected the school because of a friendly environment. Results yielded a chi-square of 31.73, with 8 degrees of freedom and was significant at the .01 level of confidence. Also, a comparison of factors in selecting the school and racial group shows that 191, or 44.32%, of the total group selected the school because of the interesting program; whereas 7, or 1.62%, selected the program because of a friendly environment. Results from the above comparison yielded a chi-square value of 33.61, with 8 degrees of freedom and was significant at the .01 level of confidence (Table 99).

Table 100 shows that 32, or 18.71%, chose the school because it was close to home and depended on self for income, while only 3, or 6.12%, depended on spouse for income and selected the school because it was close to home. Results comparing factors in selecting vocational school, and who subjects depended on for income, yielded a chi-square of 29.93 with 16 degrees of freedom and was significant at the .01 level of confidence.

TABLE 97

FACTORS THAT INFLUENCED SELECTION OF SCHOOL

Factors in Students' Selection of School	N	%
Low Cost	110	24.8
Close to Home	63	14.2
Interesting Program	194	43.8
Friendly Environment	8	1.8
Short Term	63	14.2
No Response	5	1.1
Total	443	100.0

TABLE 98

COMPARISON OF FACTORS IN SELECTING THE SCHOOL AND NAME OF SCHOOL

Reasons For Selecting	Total Sample		Memphis Area* Voc-Tech		Nashville Area* Voc-Tech		Knoxville Area* Voc-Tech	
	N	%	N	%	N	%	N	%
Low Cost	110	25.23	29	21.80	43	29.05	38	24.52
Close to Home	63	14.45	13	9.77	17	11.49	33	21.29
Interesting Program	193	44.27	55	41.35	69	46.62	69	44.52
Friendly Environment	8	1.83	2	1.50	1	.68	5	3.23
Short Term	62	14.22	34	25.56	18	12.16	10	6.45
Total	436	100.00	133	30.50	148	33.94	155	35.55

* Chi-square = 31.73; df = 8; $P < .001$

TABLE 99

COMPARISON OF FACTORS IN SELECTING THE SCHOOL AND RACIAL GROUP

Factors in Selecting School	Total Sample		Caucasian*		Black*		Other*	
	N	%	N	%	N	%	N	%
Low Cost	109	25.29	80	28.57	22	18.80	7	20.59
Close to Home	63	14.62	41	14.64	13	11.11	9	14.62
Interesting Program	191	44.32	128	45.71	52	44.44	11	32.35
Friendly Environment	7	1.62	3	1.07	1	.85	3	3.82
Short Term	61	14.15	28	10.00	29	24.79	4	11.76
Total	431	100.00	280	64.97	117	27.15	34	7.89

* Chi-square = 33.61; df = 8; $P < .01$

TABLE 100

FACTORS IN SELECTING VOCATIONAL-TECHNICAL SCHOOL AND WHO SUBJECTS DEPEND ON FOR INCOME

Basis For Selecting School	Total Sample		Yourself*		Both Parents*		Father Only*		Mother Only*		Spouse*	
	N	%	N	%	N	%	N	%	N	%	N	%
Low Cost	109	25.17	49	28.65	22	23.66	11	17.46	11	19.30	16	32.65
Close to Home	61	14.09	32	18.71	10	10.75	10	15.87	6	10.53	3	6.12
Interesting Program	193	44.57	74	43.27	48	51.61	25	39.68	28	49.12	18	36.73
Friendly Environment	7	1.62	1	.58	2	2.15	3	4.76	1	1.75	0	.00
Short Term	63	14.55	15	8.77	11	11.83	14	22.22	11	19.30	12	24.49
Total	433	100.00	171	39.49	93	21.48	63	14.55	57	13.16	49	11.32

* Chi-square = 29.93; df = 16; $P < .05$

When results showing perceived opportunity after attending the area vocational school were compared with enrolees at the different vocational schools, it was seen that 162, or 36.99%, of the total group perceived the opportunities as better and 154, or 35.16%, perceived opportunity as poor. The chi-square value in Table 102 for the above comparison was 16.39 with 8 degrees of freedom and was significant at the .05 level of confidence. Table 101 shows the F-value for variations among opportunities as results of the vocational school and the different vocational schools. The F-value for this comparison was .695 and was not significant.

TABLE 101

ANALYSIS OF VARIANCE FOR DATA COMPARING OPPORTUNITIES AS RESULT OF VOCATIONAL-TECHNICAL SCHOOL AND NAME OF VOCATIONAL-TECHNICAL SCHOOL

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	1.290	2	.645	.695*	.4997
Within Groups	403.790	435	.928		

* $P > .05$

TABLE 102

COMPARISON OF OPPORTUNITIES AS RESULTS OF
VOCATIONAL-TECHNICAL SCHOOL AND NAME
OF VOCATIONAL-TECHNICAL SCHOOL

Opportunities	Total Sample		Memphis Area* Voc-Tech		Nashville Area* Voc-Tech		Knoxville Area* Voc-Tech	
	N	%	N	%	N	%	N	%
Somewhat Better	79	18.04	18	13.43	30	20.13	31	20.00
Better	162	36.99	63	47.01	50	33.56	49	31.61
About as Expected	154	35.16	47	35.07	50	33.56	57	36.77
Somewhat Poorer	29	6.62	4	2.99	15	10.07	10	6.45
Poor	14	3.20	2	1.49	4	2.68	8	5.16
Total	438	100.00	134	30.59	149	34.02	155	35.39

* Chi-square = 16.39; df = 8; $P < .05$

When opportunity as a result of attendance at the vocational school was compared with race by means of a chi-square, it is seen that 48, or 40% of the blacks felt that their opportunity would be better, while only 9, or 25.71% of the other races felt that their opportunities were better. The chi-square value was 21.29 with 8 degrees of freedom and was significant at the .01 level of confidence (Table 103). Also, the F-value in Table 104 of 5.899 showing the variation among perceived opportunities and area vocational school was significant at the .01 level of confidence. Opportunities as a result of attendance at the area vocational school when compared with age yielded a chi-square of 22.97 with 16 degrees of freedom and was not significant (Table 105). Variation among perceived opportunities and marital status yielded an F-ratio of .082 and was not significant (Table 106).

Perceived opportunities when compared by chi-square with perceived qualification for the program yielded a chi-square of 21.27 with 12 degrees of freedom and was significant at the .05 level of confidence (Table 107). There was no significant difference between perceived opportunities and family income (Table 108). Also, there was no significant difference in perceived opportunities and whom the student depended on as a source of income (Table 109).

TABLE 103

COMPARISON OF OPPORTUNITIES AS RESULT OF ATTENDING VOCATIONAL-TECHNICAL SCHOOL AND RACIAL GROUP

Opportunities as Result of School	Total Sample N	Total Sample %	Caucasian* N	Caucasian* %	Black* N	Black* %	Other* N	Other* %
Somewhat Better	76	17.55	51	18.35	21	17.50	4	11.43
Better	159	36.72	102	36.69	48	40.00	9	25.71
About as Expected	154	35.57	101	36.33	41	34.17	12	34.29
Somewhat Poorer	30	6.93	16	5.76	9	7.50	5	14.29
Poor	14	3.23	8	2.88	1	.83	5	14.29
Total	433	100.00	278	64.20	120	27.71	35	8.08

* Chi-square = 21.29; df = 8; $P < .01$

TABLE 104

ANALYSIS OF VARIANCE FOR DATA COMPARING RACE OF STUDENT AND OPPORTUNITIES AS RESULT OF VOCATIONAL-TECHNICAL SCHOOL

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	10.713	2	5.357	5.899*	.003
Within Groups	390.460	430	.908		

* $P < .01$

TABLE 105

COMPARISON OF PERCEIVED OPPORTUNITIES AS RESULT OF VOCATIONAL-TECHNICAL SCHOOL AND AGE OF STUDENT

Perceived Opportunities Of School	Total Sample		Age 17 - 20*		Age 21 - 25*		Age 26 - 30*		Age 31 - 35*		Over 35*	
	N	%	N	%	N	%	N	%	N	%	N	%
Somewhat Better	78	17.85	21	14.29	18	16.82	8	10.96	10	25.57	21	28.00
Better	161	36.84	54	36.73	37	34.58	29	39.73	14	40.00	27	36.00
About as Expected	154	35.24	58	39.46	40	37.38	25	34.25	8	22.86	23	30.67
Somewhat Poorer	30	6.86	13	8.84	7	6.54	7	9.59	2	5.71	1	1.33
Poor	14	3.20	1	.68	5	4.67	4	5.48	1	2.86	3	4.00
Total	437	100.00	147	33.64	107	24.49	73	16.70	35	8.01	75	17.16

* Chi-square = 22.97; df = 16; $P < .05$

TABLE 106

ANALYSIS OF VARIANCE OF DATA COMPARING OPPORTUNITIES AS RESULT OF VOCATIONAL-TECHNICAL SCHOOL AND PRESENT MARITAL STATUS

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	.305	4	.076	.082*	.9880
Within Groups	405.708	434	.935		

* $P > .05$

TABLE 107

OPPORTUNITIES AS RESULT OF VOCATIONAL-TECHNICAL SCHOOL
BY STUDENTS' QUALIFICATION FOR PROGRAM

Opportunities For Students	Total Sample		Above Average*		Average*		Below Average*		Poor*	
	N	%	N	%	N	%	N	%	N	%
Somewhat Better	79	18.04	24	20.51	55	17.92	0	.00	0	.00
Better	162	36.99	40	34.19	118	38.44	4	36.36	0	.00
About as Expected	155	35.39	43	36.75	107	34.85	4	36.36	1	33.33
Somewhat Poorer	28	6.39	8	6.84	17	5.54	2	18.18	1	33.33
Poor	14	3.20	2	1.71	10	3.26	1	9.09	1	33.33
Total	438	100.00	117	26.71	307	70.09	11	2.51	3	.68

* Chi-square = 21.27; df = 12; $P < .05$

TABLE 108

OPPORTUNITIES AS RESULT OF VOCATIONAL-TECHNICAL SCHOOL AND SUBJECTS' APPROXIMATE FAMILY INCOME

Students' Opportunities	Total Sample		Less Than $2,000*		$2,000 - $5,000*		$5,000 - $7,500*		$7,500 - $12,000*		More than $12,000*	
	N	%	N	%	N	%	N	%	N	%	N	%
Somewhat Better	75	17.94	6	16.22	17	18.68	9	13.85	17	20.99	26	18.06
Better	154	36.84	14	37.84	39	42.86	24	36.92	21	25.93	56	38.89
About As Expected	148	35.41	12	32.43	31	34.07	22	33.85	34	41.98	49	34.03
Somewhat Poorer	27	6.46	3	8.11	3	3.30	8	12.31	6	7.41	7	4.86
Poor	14	3.35	2	5.41	1	1.10	2	3.08	3	3.70	6	4.17
Total	418	100.00	37	8.85	91	21.77	65	15.55	81	19.38	144	34.45

* Chi-square = 13.92; df = 16; $P < .05$

TABLE 109

OPPORTUNITIES AS RESULT OF VOCATIONAL-TECHNICAL SCHOOL AND WHOM SUBJECTS DEPEND FOR INCOME

Opportunities	Total Sample N	$	Yourself N	%	Both Parents N	%	Father Only N	%	Mother Only N	%	Spouse N	%
Somewhat Better	77	17.66	33	18.97	10	10.75	12	19.05	13	22.81	9	18.37
Better	162	37.16	62	35.63	39	41.94	26	41.27	19	33.33	16	32.65
About as Expected	155	35.55	59	33.91	34	36.56	23	36.51	18	31.58	21	42.86
Somewhat Poorer	28	6.42	12	6.90	8	8.60	1	1.59	6	10.53	1	2.04
Poor	14	3.21	8	4.60	2	2.15	1	1.59	1	1.75	2	4.08
Total	434	100.00	174	39.91	93	21.33	63	14.45	57	13.07	49	11.24

TABLE 110

OPPORTUNITIES AS RESULT OF VOCATIONAL-TECHNICAL SCHOOL AND PREFERENCES FOR ANOTHER SCHOOL

Opportunities	Total Sample N	Total Sample %	Yes N	Yes %	No N	No %
Somewhat Better	76	17.47	12	12.77	64	18.77
Better	161	37.01	29	30.85	132	38.71
About as Expected	155	35.63	32	34.04	123	36.07
Somewhat Poorer	29	6.67	13	13.83	16	4.69
Poor	14	3.22	8	8.51	6	1.76
Total	435	100.00	94	21.61	341	78.39

TABLE 111

ANALYSIS OF VARIANCE OF DATA COMPARING OPPORTUNITIES AS RESULT OF VOCATIONAL-TECHNICAL SCHOOL AND PREFERENCES FOR SELECTING ANOTHER SCHOOL

Source of Variation	Sum of Squares	df	Mean Squares	F-Value	Significance
Between Groups	13.312	1	13.312	14.932*	.0001
Within Groups	386.031	433	.892		

* $P < .001$

TABLE 112

OPPORTUNITIES AS RESULT OF VOCATIONAL-TECHNICAL PROGRAMS AND INFLUENCE IN CHOICE OF SCHOOL

Opportunities For Selecting School	Total Sample		Parents/ Guardian*		Other Relatives*		Teacher/ Counselor*		Friends*		No Special Person*	
	N	%	N	%	N	%	N	%	N	%	N	%
Somewhat Better	77	17.62	10	16.67	10	22.22	12	26.09	5	7.94	40	17.74
Better	161	36.84	24	40.00	16	35.56	20	43.48	32	50.79	69	30.94
About As Expected	155	35.47	22	36.67	13	28.89	11	23.91	23	36.51	86	38.57
Somewhat Poorer	30	6.86	3	5.00	5	11.11	2	4.35	2	3.17	18	8.07
Poor	14	3.20	1	1.67	1	2.22	1	2.17	1	1.59	10	4.48
Total	437	100.00	60	13.73	45	10.30	46	10.53	63	14.42	223	51.03

* Chi-square = 20.92291; df = 16; P > .05

A chi-square value of 22.49 with 4 degrees of freedom was not significant when comparing perceived opportunities and preference for another school (Table 110); whereas, Table 111 shows that the F-value of 14.932 was significant at the .01 level of confidence when comparing perceived opportunities and preference for selecting another school.

There were no significant differences in opportunities as perceived as result of attendance at the area vocational school and those who influenced the student to attend (Table 112). The chi-square value is 20.92 with 16 degrees of freedom and is not significant. In Table 113, the F-value of .032 shows the variation among perceived opportunities and selection of another school. Also, the F-value comparing opportunities as shown in Table 114 is not significant. Variation among source of funds for education and opportunities as result of attendance at the area vocational school yielded a chi-square of 10.82 with 16 degrees of freedom, and was not significant (Table 115). Likewise, the F-value of .964 in Table 116 for the same comparison was not significant.

TABLE 113

ANALYSIS OF VARIANCE OF DATA COMPARING OPPORTUNITIES AS RESULT OF VOCATIONAL-TECHNICAL SCHOOL AND CHOICE SELECTION OF ANOTHER SCHOOL

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	.030	1	.030	.032	.8571
Within Groups	402.949	433	.931		

TABLE 114

ANALYSIS OF VARIANCE OF DATA COMPARING STUDENTS' OPPORTUNITIES AS RESULT OF VOCATIONAL-TECHNICAL SCHOOL AND FACTORS IN SELECTING THIS SCHOOL

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	7.730	4	1.932	2.124	.0770
Within Groups	392.204	431	.910		

TABLE 115

OPPORTUNITY AS RESULT OF VOCATIONAL-TECHNICAL SCHOOL AND STUDENTS' SOURCE OF FUNDS FOR EDUCATION

Source of Income For School	Total Sample		Full-Time Job*		Part-Time Job*		Family/ Relatives*		Veterans Benefits*		Vocational Rehabilitation*	
	N	%	N	%	N	%	N	%	N	%	N	%
Somewhat Better	75	18.25	12	23.08	11	13.25	19	16.52	18	20.22	15	21.13
Better	158	38.54	19	36.54	29	34.94	51	44.35	33	37.08	26	36.62
About As Expected	140	34.15	16	30.77	32	38.55	36	31.30	31	34.83	25	35.21
Somewhat Poorer	24	5.55	2	3.85	8	9.64	7	6.00	5	5.62	2	2.82
Poorer	13	3.17	3	5.77	3	3.61	2	1.74	2	2.25	3	4.23
Total	410	100.00	52	12.68	83	20.24	115	28.05	89	21.71	71	17.32

* Chi-square = 10.82; df = 16; $P < .05$

TABLE 116

ANALYSIS OF VARIANCE OF DATA COMPARING STUDENTS' OPPORTUNITIES AS RESULT OF VOCATIONAL-TECHNICAL SCHOOL AND STUDENTS' SOURCE OF FUNDS FOR EDUCATION

Source of Variation	Sum of Squares	df	Mean Square	F-Value	Significance
Between Groups	3.505	4	.876	.964	.4271
Within Groups	368.144	405	.909		

Summary

Results from the investigation show that 443 students enrolled in three area vocational schools in the state of Tennessee used in this study were somewhat equally distributed in West, Middle and East Tennessee. The majority of the students were caucasians, under thirty years of age and single. They lived with a spouse or with parents.

The most significant variation noted in the domestic environment was that more of the blacks were single, depended on the mother only for source of income, and more of the blacks lived in the Memphis area. There was a disproportionate number of the other race that had never been employed while in high school.

Family income was significantly lower for the black and "other" race. A significantly higher number of caucasians lived with a spouse.

The majority of the students rated high school performance as average, and felt prepared to enter the prescribed program.

There was considerable agreement among the groups regarding level of education of parents.

There were significant differences among the students as to how they perceived opportunities as a result of attending the area vocational school. The majority of the students were enrolled in a program for 12 months or more. Knoxville area students tended to enroll in programs for a longer period of time.

Students perceived their opportunities to be better after a period of training and would not have selected another school even if one had been available.

Assessment of the program showed that students rate the area vocational-technical schools as high. There was little variation among race, age, sex and location of school on these ratings.

Chapter V of this investigation will be concerned with summary, conclusions and recommendations. Descriptive demographic data and other findings are reported. A discussion of the total chapters for this investigation will give directions to factors influencing student enrollment in vocational-technical schools.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to identify certain factors related to students enrolled in area vocational schools in East, Middle and West Tennessee. The factors were studied in relation to domestic environment, perceived opportunities and assessment of the program. Major findings from the study are listed below:

1. There were no significant differences in descriptive data of age, race and marital status.
2. There were no significant differences in the educational level of parents by race and locations of area vocational school.
3. There were significant differences in race and whom the family depended on for income.
4. There were significant differences in race and employment while in high school.
5. There were significant differences in race and family income.
6. The majority of students felt that they were qualified for the program in which they were enrolled.
7. The majority of the students would not have preferred another area vocational school.
8. There were significant differences in source of funds for education and race of the student.

9. A majority of students indicated that there were no special persons influencing them to attend the area vocational school.
10. Friends had more influence over the selection of an area school than either parents or teacher/counselor.
11. The majority of students rated their high school performance as average or above.
12. The majority of students felt that their opportunities would be better as a result of attendance at the area vocational school.
13. Students selected the school because of low cost and interesting program.
14. The majority of students lived with a spouse or parents.
15. The majority of students were single, below twenty-five years of age and caucasians.
16. There were more black students in the Memphis area than any other area.
17. A significant proportion of caucasians in the Memphis area school received funds for education from relatives and a significant proportion of students from the Knoxville area received funds for education from veterans' benefits.
18. The majority of students gave self-interest as the reason for enrolling in school.
19. There were significant differences in the factors influencing the selection of a school and the persons whom the student depends on for income.

Questionnaire responses of the 443 students enrolled in area vocational schools in East, Middle and West Tennessee were subjected to statistical analysis through the use of the Statistical Package for Social Sciences (SPSS).

Hypotheses were tested by way of the computation of one-way analysis of variance and contingency tables for chi-square analysis. Chi-squares and F-ratios were accepted as significant at the .01 and .05 levels of confidence. Consequently, hypotheses were rejected if the test of significance indicated the chance occurrence in the population would be unlikely to occur more than five times in 100 chances.

The major hypotheses tested were that there were no significant differences among domestic environment with respect to age; there were no significant differences among domestic environment with respect to perceived opportunities; there were no significant differences among domestic environment with respect to race. The same hypotheses were subjected to statistical analysis with respect to perceived opportunities, and assessment of the vocational-technical program.

There were significant differences between marital status and students enrolled in the three area vocational schools. A relatively large number of students in the Memphis area school were single, while a greater portion of the Nashville area students were married. A relatively large proportion of the total group lived with parents or a spouse. Of the total group there were no significant differences in age distribution and racial groups. There were significant differences in race and marital status. A relatively larger number of blacks were single and a relatively large proportion of the caucasians were divorced.

There were significant differences in racial identity and the source of dependency for income. The data reveal that a relatively disproportionate number of blacks and others depended on the mother only as a source of income, as compared to caucasians.

A majority of the total group including all races were employed while in high school. A relatively large number of blacks were never employed while in high school.

There were significant differences in the number of blacks enrolled in the Memphis area school and in the Knoxville area school. More blacks were enrolled in the Memphis school, and fewer blacks in the Knoxville area school.

When family income was compared by race there was a significantly larger number of blacks with family income of less than $5,000.00 annually, and a significantly larger number of caucasians with annual income of more than $12,000.00. A larger number of blacks lived with parents and a smaller number lived with a spouse.

Students perceived themselves as performing at average or above while in high school regardless of age, race or the area vocational-technical school in which they were enrolled.

There were no significant differences in the level of educational attainment of parents by area vocational-technical school and racial group. The majority of parents completed more than grade 10.

There were significant differences in source of funds for education and the area vocational-technical school in which the students were enrolled. A larger portion of students from the Memphis school depended on family and relatives; whereas, a larger portion of the students from the Knoxville school depended on veterans' benefits.

Students enrolled in the area vocational school had the choice of enrolling in a program for under six months to over 20 months. The majority of students enrolled in programs lasting eighteen or more months. There were significant differences in the length of program for students in the Memphis area school as compared to Nashville and Knoxville. A larger proportion of students in the Knoxville area school enrolled for 18 months.

Subjects perceived themselves as being average or above in qualification for the program for which they were enrolled. There were no significant differences with respect to age and race in their perception of qualification for the program.

Conclusions

Apparently the subjects enrolled in the vocational-technical area schools used in this study were committed to obtaining training in vocational education. A larger majority of the students indicated that they would seek vocational education if there were no school in the area in which they are located.

There seems to be satisfaction with the school and program for which the students were enrolled. A large majority of the students would not choose to enroll in a school other than the one currently enrolled in. This is true for area school, race and age.

The greatest source of influence for attending the area vocational-technical school for the total group was no special person. Apparently teachers and counselors are of little influence. According to responses given, friends had more influence than counselor/teacher or parents.

Students assessed the program in the area vocational-technical schools as average or above. This assessment showed insignificant variation among area schools, race and age. The source of variation in the analysis of data was among the dependent variable of rating rather than the independent variable of age, race and marital status.

There were no significant differences in the students' assessment of the program and family income, source of income and the one on whom the students depend for income while in school.

There were significant differences in reasons given why the students were enrolled in the vocational area schools. A relatively large percent of of the students enrolled because of self-interest. The variation in difference did not occur on race, age and the particular area vocational school.

There were two important factors which seem to influence students to enroll in the area vocational-technical schools. They were low cost and interesting programs. There was a significant difference among blacks and other races for selecting short term courses as an important factor for enrolling. There was also a significant difference in those who depended on the spouse as a source of income and those who selected a short term program.

Students felt that their opportunities would be better as a result of attending the area vocational school. The variation was not noted on racial, age and marital variables.

Discussion

This study was to review general overall factors which influenced individuals in their decisions to enroll in the area vocational-technical schools in east, middle and west Tennessee.

The first chapter of the report contained the outline of this study including the definition of the problem, hypotheses, background information, delimitations and term definitions. Specifically, this study sought to determine related factors which might influence students in vocational-technical programs.

A research of the related literature was made, and a review of this literature is stated in this study. A report of this survey in chapter two will provide a perspective of the status of research on students in enrolling in post-secondary schools. This survey included books, magazines, journals, and other materials such as reports, doctoral dissertations, abstracts and manuals.

Chapter 3 covered the methodology used to conduct this study. The population used consisted of the students enrolled in area vocational-technical schools in east, middle and west Tennessee for the school year 1979-80. This population represented 443 students in the three schools.

A questionnaire was constructed which utilized information relating to the background of the students prior to and through registration in a program at the three area schools located in east, middle and west Tennessee. The population drawn from the three institutions constituted the base for this study.

The findings revealed that student participation in this study was 99 percent of the four hundred and fifty who received questionnaires. Two hundred and eighty, or 63.2 percent, were caucasians, while one hundred and twenty, or 27.1 percent, were black and thirty-six, or 8.1 percent, represented other racial or culture groups. Approximately the same percentage in each case entered the area school [illegible] from high school. A high percentage indicated that they preferred the area vocational-technical school in their area to any other school at the time.

When asked to indicate what was the one most important factor of those listed influencing the student to choose the area vocational-technical school, a high percentage chose low cost, and the program in which they were interested as another most important factor. Parents and relatives played a great part in influencing students to enroll.

One of the major surprises in this study was the fact that there were more caucasians enrolled in the area schools than blacks. Also, the fact that most of the respondents plan to live in middle Tennessee after completing their training.

As stated in the literature, because the area vocational-technical schools are located very close to the geographic area to most of the students that it serves, and because of the low cost and short terms for course completions this stands to reason why students enroll in area vocational-technical schools in large numbers.

Recommendations and Need for Future Research

The findings from the study lead the writer to recommend the following:

1. Counselor/teachers and parents should make efforts to properly inform students about the education available in the area vocational-technical schools.
2. Efforts should be made to determine why there is a relatively small number of blacks and other races attending the Nashville area vocational school.
3. An assessment should be made of the relatively low enrollment in courses lasting less than six months to determine the justification for offering the course.
4. A similar study should be conducted using representative samples from other school districts within the state of Tennessee.
5. It is recommended that more intense recruitment of black students be made because their need dictates proportionate representation in the local communities.
6. It is recommended that a greater emphasis be placed on the advantages of vocational-technical education in this technical world to attract a greater number of students from the city and surrounding areas to these programs.
7. It is recommended that similar studies be conducted at other area vocational-technical schools to evaluate the extent to which the entire community can be reached.

APPENDICES

APPENDIX A

COVER LETTER FOR VALIDATION JURY

APPENDIX A

Cover Letter for Validation Jury

July 16, 1979

Dear ________________:

As part of the research for my dissertation, it is very essential that the attached questionnaire, which is the bases of my research to be validated. Since you are perceived to be an expert in your field, I would appreciate your helping me to establish validity and reliability for this questionnaire, and serving on my panel of jurors.

This is a questionnaire to test the analysis of selected factors influencing student enrollment at area vocational-technical schools in East, Middle and West Tennessee.

If you can add, delete and/or modify any of the items, please feel free to do so. Your consideration will also be appreciated greatly.

Thank you in advance,

Willie E. Lindsey, Jr.

APPENDIX B

VALIDATION QUESTIONNAIRE FOR SELECTED JURY

Appendix B

Validation Questionnaire

DIRECTIONS:

For each of the following statements circle the number that would be most nearly true. Also place the number in the space provided in the right hand margin. Note that the numbers are from one extreme to the opposite.

ESTABLISHING VALIDITY AND RELIABILITY OF QUESTIONNAIRE

1. To what extent are the questions on the questionnaire representative of the total population or universe of questions?

1	2	3	4	5
Totally Unrepresentative	Somewhat Unrepresentative	Representative	Somewhat Representative	Highly Representative

1.________

2. To what extent are the questions relevant to the "real word" of vocational-technical instructions at the classroom level?

1	2	3	4	5
Totally Unrealistic	Somewhat Unrealistic	Realistic	Somewhat Realistic	Highly Realistic

2.________

3. How clearly are the questions stated?

1	2	3	4	5
Totally Unclear	Somewhat Unclear	Clear	Somewhat Clear	Highly Clear

3.________

4. To what degree are the questions pertinent to the problem?

1	2	3	4	5
Totally Unapplicable	Somewhat Unapplicable	Applicable	Somewhat Applicable	Highly Applicable

4.________

5. To what extent are the questions redundant?

1	2	3	4	5
Totally Redundant	Somewhat Redundant	Redundant	Somewhat Unredundant	Highly Unredundant

5.________

TOTALS: ________

APPENDIX C

VALIDATION QUESTIONNAIRE FOR PILOT GROUP OF STUDENTS

STUDENT PERCEIVED OPPORTUNITIES AND ASSESSMENT OF VOCATIONAL-TECHNICAL PROGRAMS QUESTIONNAIRE

Directions:

Do not put your name or any other identification on this questionnaire. Please respond to each question by putting your reaction indicated by the appropriate number on the line in the right-hand column.

Domestic Environment

1. People with whom you are living while attending the Area Vocational School:

1	2	3	4	5
Alone	Friend	Relative	Spouse	Parents

1. ______

2. Amount of formal education of mother:

1	2	3	4	5
(grade 1-3)	(grade 4-6)	(grade 7-9)	(grade 10-12)	(Beyond 12th grade)

2. ______

3. Amount of formal education of father:

1	2	3	4	5
(grade 1-3)	(grade 4-6)	(grade 7-9)	(grade 10-12)	(Beyond 12th grade)

3. ______

4. Are you at present:

1	2	3	4	5
Married	Single	Widowed	Divorced	Other

4. ______

5. What is your present age?

1	2	3	4	5
(17 - 20)	(21 - 25)	(26 - 30)	(31 - 35)	Other

5. ______

6. Which of these cultural groups are you a member?

1	2	3
Caucasian	Afro/Amer	Other

6. ______

7. When you complete your program at the Area Voc-Tech where will you live?

1	2	3	4	5
West Tenn.	East Tenn.	Middle Tenn.	Out of State	Undecided

7. ______

8. On whom does your family's income depend?

1	2	3	4	5
Yourself	Both parents	Father only	Mother only	Spouse

3. ______

9. Were you employed regularly while in high school?

1	2	3	4	5
Always	Usually	Sometimes	Infrequently	Never

9. ______

10. Have any relatives attended or now attend the Area Voc-Tech School?

1	2	3	4	5
Parent(s)	Brother/ Sister	Other Relatives	Cousin(s)	Spouse

10. ______

11. What is the approximate income of your family?

1	2	3	4	5
Less than $2,000	More than $2,000, but less than $5,000	More than $5,000, but less than $7,500	More than $7,500, but less than $12,000	More than $12,000

11. ______

Perceived Opportunities

12. For which educational program are you registered at the Area Voc-Tech School?

1	2	3	4	5
Less than 6 Mos.	12 Mos.	16 Mos.	18 Mos.	20 or more Mos.

12. ______

13. Is there another institution you would have preferred to have attended?

1	2
Yes	No

13. ______

14. How well qualified do you consider yourself for the program you are enrolled?

1	2	3	4	5
Above average	Average	Below Average	Poor	Very Poor

14. ______

15. If the Area Vocational-Technical School or another institution like it was not located in this area, would you seek an education at this time?

1	2
Yes	No

15. ______

16. From what sources is your education financed?

1	2	3	4	5
Full-time job	Part-time job	Family/Relative	Veterans Benefits	Vocational Rehabilitation

16. ______

17. Who influenced you most to attend the Area Vocational-Technical School?

1	2	3	4	5
Parents/ Guardian	Other Relatives	Teacher/ Counselor	Friend	No special person

17. ______

18. How would you classify yourself as a student in high school?

1	2	3	4	5
Above Average	Average	Below Average	Poor	Very Poor

18. ______

19. Which of the following below applies to you?

1	2	3
Graduate of high school in Shelby County	Graduate of high school in Davidson County	Graduate of high school in Knox County

4	5
Graduate of high school in some other county or state	Did not graduate from high school

19. ______

Assessment of Program

20. One of the main stated aims of the Area Vocational Technical School is to give each student the maximum opportunity to select the course of study best suited to his needs and aptitude. To what extent do you feel that you have been given this opportunity?

1	2	3	4	5
Somewhat better than expected	Better than expected	About as expected	Somewhat poorer than expected	Poorer than expected

20. ______

21. What is your opinion of the Area Vocational School for the type of program in which you are registered?

1	2	3	4	5
One of the best	Above Average	About Average	Below Average	Poor

21. ______

22. Which of the following factors influenced you most to choose the Area Vocational-Technical School?

1	2	3	4	5
Low cost	Closeness to home	Interesting program	Friendly environment	Short term for completing courses

22. ______

23. Why are you enrolled in your particular program of study?

1	2	3
I have always wanted to study in this area	Someone I know well is in this field	I could not think of any other program I liked better

4	5
Someone advised me that this would be a good field for me	It was a program for which I qualified

23. ______

APPENDIX D

LETTER OF APPROVAL TO CONDUCT THE RESEARCH IN THE THREE AREA VOCATIONAL-TECHNICAL SCHOOLS USED IN THE STUDY

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
Division of Vocational-Technical Education
200 CORDELL HULL BUILDING
NASHVILLE 37219

September 24, 1979

Mr. Willie E. Lindsey, Jr.
1590 South Wellington Street
Memphis, Tennessee 38106

Dear Mr. Lindsey:

Your request of September 12, 1979, for permission to visit the Knoxville, Memphis and Nashville Area Vocational-Technical Schools for the purpose of data collection is approved by this office providing you receive consent from each Superintendent involved. I am forwarding a copy of your letter to each of the schools involved and you should contact them directly for specific details.

Sincerely,

R B Daniels

R. B. Daniels, Chief
Area Vocational-Technical School System

RBD/dt

c: Superintendents:
Nashville AVTS
Memphis AVTS
Knoxville AVTS

1590 South Wellington Street
Memphis, Tennessee 38106
September 25, 1979

Mr. Delbert Kitts, Director
Knoxville Area School
1100 Liberty Street
Knoxville, Tennessee 37919

Dear Mr. Kitts:

Please be advised that I am a doctoral student working on a dissertation in Vocational-Technical Education. My dissertation title is "Selected Factors Influencing Student Enrollment in Area Vocational Schools in East, Middle and West Tennessee." I would like to use about 150 of your full time students to assist me in completing a 23 item questionnaire. A copy of this questionnaire is enclosed for your review.

Dr. R. B. Daniels, Chief of Post-Secondary Vocational-Technical Education of the State Department has approved my request to visit your school, providing you consent to let me visit. I would like to visit the second week in October. The visit shouldn't take over a couple of hours or less. The data gathered will be shared, and may serve in some way in future planning of programs.

I would like to visit your school on this important mission, and would appreciate hearing from you as soon as possible. Your kind consideration is appreciated.

Respectfully yours,

Willie E. Lindsey, Jr.

1590 South Wellington Street
Memphis, Tennessee 38106
September 25, 1979

Mr. Jack Sandlin, Supt.
Nashville Area Voc-Tech School
100 White Bridge Road
Nashville, Tennessee 37209

Dear Mr. Sandlin:

This letter is a follow-up of my conservation in your office with you on August 3, 1979, concerning my visiting the Nashville Area Vocational School to conduct some research, which will be used in completing my dissertation. I am writing on "Selected Factors Influencing Student Enrollment in Area Vocational Schools in East, Middle and West Tennessee." I would like to use about 150 of your full time students to assist me in completing a 23 item questionnaire. A copy of this questionnaire is enclosed.

Please be advised that I have the approval of Dr. R. B. Daniels of the State Department providing you consent to let me visit your school. The data gathered will be shared, and may serve in some way in future planning of programs.

I would like to visit your school on Friday morning, October 5, 1979, if this will meet with your approval. Your early reply and consideration to this request will be appreciated.

Respectfully yours,

Willie E. Lindsey, Jr.

1590 South Wellington Street
Memphis, Tennessee 38106
September 25, 1979

Mr. Guy Treece, Director
Memphis Area Voc-Tech School
820 Mosby Street
Memphis, Tennessee 38105

Dear Mr. Treece:

This letter is a follow-up of my conservation in your office with you on August 7, 1979, concerning my visiting your school to conduct some research, which will be used in completing my disseration. I am writing on "Selected Factors Influencing Student Enrollment in Area Vocational Schools in East, Middle and West Tennessee." I would like to use about 150 of your full time students to assist me in completing a 23 item questionnaire. A copy of this questionnaire is enclosed.

Please be advised that I have the approval of Dr. R. B. Daniels, of the State Department providing you consent to let me visit your school. The data gathered will be shared, and may serve in some way in the future for your program.

I would like to visit your school on Monday, October 8, 1979, if this will meet with your approval. Your early reply and consideration is appreciated.

Respectfully yours,

Willie E. Lindsey, Jr.

APPENDIX E

QUESTIONNAIRE ADMINISTERED TO SUBJECTS USED IN THE STUDY AT THE MEMPHIS, KNOXVILLE AND NASHVILLE AREA VOCATIONAL-TECHNICAL SCHOOLS

STUDENT PERCEIVED OPPORTUNITIES AND ASSESSMENT OF VOCATIONAL-TECHNICAL PROGRAMS QUESTIONNAIRE

Directions:

Do not put your name or any other identification on this questionnaire. Please respond to each question by putting your reaction indicated by the appropriate number on the line in the right-hand column.

Domestic Environment

1. People with whom you are living while attending the Area Vocational School:

1	2	3	4	5
Alone	Friend	Relative	Spouse	Parents

1.______

2. Amount of formal education of mother:

1	2	3	4	5
(grade 1-3)	(grade 4-6)	(grade 7-9)	(grade 10-12)	(Beyond 12th grade)

2.______

3. Amount of formal education of father:

1	2	3	4	5
(grade 1-3)	(grade 4-6)	(grade 7-9)	(grade 10-12)	(Beyond 12th grade)

3.______

4. Are you at present:

1	2	3	4	5
Married	Single	Widowed	Divorced	Other

4.______

5. What is your present age?

1	2	3	4	5
(17 - 20)	(21 - 25)	(26 - 30)	(31 - 35)	Other

5.______

6. Which of these cultural groups are you a member?

1	2	3
Caucasian	Afro/Amer	Other

6.______

7. When you complete your program at the Area Voc-Tech where will you live?

1	2	3	4	5
West Tenn.	East Tenn.	Middle Tenn.	Out of State	Undecided

7.______

8. On whom does your family's income depend?

1	2	3	4	5
Yourself	Both parents	Father only	Mother only	Spouse

3.______

9. Were you employed regularly while in high school?

1	2	3	4	5
Always	Usually	Sometimes	Infrequently	Never

9.______

10. Have any relatives attended or now attend the Area Voc-Tech School?

1	2	3	4	5
Parent(s)	Brother/ Sister	Other Relatives	Cousin(s)	Spouse

10.______

11. What is the approximate income of your family?

1	2	3	4	5
Less than $2,000	More than $2,000, but less than $5,000	More than $5,000, but less than $7,500	More than $7,500, but less than $12,000	More than $12,000

11.______

Perceived Opportunities

12. For which educational program are you registered at the Area Voc-Tech School?

1	2	3	4	5
Less than 6 Mos.	12 Mos.	16 Mos.	18 Mos.	20 or more Mos.

12.______

13. Is there another institution you would have preferred to have attended?

1	2
Yes	No

13.______

14. How well qualified do you consider yourself for the program you are enrolled?

1	2	3	4	5
Above average	Average	Below Average	Poor	Very Poor

14.______

15. If the Area Vocational-Technical School or another institution like it was not located in this area, would you seek an education at this time?

1	2
Yes	No

15.______

16. From what sources is your education financed?

1	2	3	4	5
Full-time job	Part-time job	Family/Relative	Veterans Benefits	Vocational Rehabilitation

16.______

17. Who influenced you most to attend the Area Vocational-Technical School?

1	2	3	4	5
Parents/ Guardian	Other Relatives	Teacher/ Counselor	Friend	No special person

17.______

18. How would you classify yourself as a student in high school?

1	2	3	4	5
Above Average	Average	Below Average	Poor	Very Poor

18.______

19. Which of the following below applies to you?

1	2	3
Graduate of high school in Shelby County	Graduate of high school in Davidson County	Graduate of high school in Knox County

4	5
Graduate of high school in some other county or state	Did not graduate from high school

19.______

Assessment of Program

20. One of the main stated aims of the Area Vocational Technical School is to give each student the maximum opportunity to select the course of study best suited to his needs and aptitude. To what extent do you feel that you have been given this opportunity?

1	2	3	4	5
Somewhat better than expected	Better than expected	About as expected	Somewhat poorer than expected	Poorer than expected

20.______

21. What is your opinion of the Area Vocational School for the type of program in which you are registered?

1	2	3	4	5
One of the best	Above Average	About Average	Below Average	Poor

21.______

22. Which of the following factors influenced you most to choose the Area Vocational-Technical School?

1	2	3	4	5
Low cost	Closeness to home	Interesting program	Friendly environment	Short term for completing courses

22.______

23. Why are you enrolled in your particular program of study?

1	2	3
I have always wanted to study in this area	Someone I know well is in this field	I could not think of any other program I liked better

4	5
Someone advised me that this would be a good field for me	It was a program for which I qualified

23.______

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